DOCUMENT RESUME

ED 182 926 EC 123 142

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TITLE	Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 7.0: Developing/Instruction. Competencies 7.1 through 7.4.
INSTITUTION	Missouri Univ., Columbia.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
BUREAU NO	351359
PUB DATE	Mar 74
GRANT	OEG-0-71-3675(603)
NOTE	388p.: Special Education Curriculum Training Center Special Project: For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives: *Classroom Techniques: Consultants: *Curriculum Development: Educational Innovation: Evaluation Criteria: *Gifted: *Handicapped Children: Instructional Materials: *Management: *Performance Based Teacher Education: Program Development: Teaching Guides

ABSTRACT

Part 7 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the development of instruction. Four competencies are considered: (1) that a curriculum consultant should be capable of developing a familiarity with the current literature on institutional practices for exceptional children, (2) that a curriculum consultant should be capable of becoming skilled in developing instructional programs, (3) that a curriculum consultant should be capable of developing classroom management techniques, and (4) that a curriculum consultant should be capable of adapting innovative practices and products to programs for exceptional children. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the four competencies. (PHR)

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 7.0 Developing / Instruction

Module Element 7.1 A curriculum consultant should be capable of developing a familiarity with the current literature on instructional practices for exceptional children.

March 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123142

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Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 7: Developing / Instruction

MODULE ELEMENT SCOPE:

This module element is designed to provide you with the skills necessary to utilize current professional literature as a source of information on instructional practices. The activities are planned to to familiarize you with the available dissemination vehicles as the Education Research Information Center (ERIC), the Special Education Instructional Materials Network (SEIMC) and prominent reference resources as Psychological Abstracts, Dissertation Abstracts International, etc. Through acquisition of this information, you will also become familiar with the leading professional journals, authors and publishers in the area of special education instruction. The culminating activities of this element are concerned with developing skills for effective utilization of identified information.

MODULE ELEMENT SPECIFICATIONS:

Competency 7.1: A curriculum consultant should be capable of developing a familiarity with the current literature on instructional practices for exceptional children.

Competency Component:

7.1.1 To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

7.1.3 To assist the trainee in developing the skills to interpret practices specific to exceptional children from the current literature on instructional practices for exceptional children into applicable approaches.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			7.1.1.1 The trainee will be able to use Library Housed Reference materials to locate literature on instructional practices for exceptional children.	
			7.1.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on instructional practices for exceptional children.	
			7.1.1.3 The trainee will be able to utilize services offered on the state and federal level to locate literature on instructional practices for exceptional children.	
			7.1.1.4 The trainee will be able to utilize the service of the IMC Network to locate literature on instructional practices for exceptional children.	
			7.1.2.1 The trainee will be able to identify the professional journals concerned with instructional practices specific to exceptional children.	
			7.1.2.2 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children	
			7.1.2.3 The trainee will be able to abstract from the literature pertinent information concerning instructional practices for exceptional children.	
			7.1.3.1 The trainee will be able to formulate or select ideas specific to instruction of exceptional children from current research findings.	
			7.1.3.2 The trainee will be able to generate extensions to instructional practices specific to exceptional children from those previously documented in the literature.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

7.1.1.1.A

7.1.1.2.A

7.1.1.4.A

7.1.2.3.A

7.1.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.1.1 To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

Behavioral Objectives:

7.1.1.1 The trainee will be able to use Library Housed Reference materials to locate literature on instructional practices for exceptional children.

7.1.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on instructional practices for exceptional children.

7.1.1.3 The trainee will be able to utilize the service of the IMC Network to locate literature on instructional practices for exceptional children.

Competency Component: 7.1.1 To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.1.1 The trainee will be able to use Library Housed Reference materials to locate literature on instructional practices for exceptional children.

Enabling Activities	*Resources*	*Comments*
7.1.1.1.A In the past five years most of the literature dealing with instruction has been in journal form. The Library Reference Section offers several avenues for locating this literature. Four primary references are: a. Dissertation Abstracts International b. Psychological Abstracts c. Mental Retardation Abstracts d. Education Index In Resource File folder 7.1.1.1.A you will find a brief description of each of these references. After reading the descriptions you will go to the Library and locate these references to complete the following task. Using Psychological Abstracts, Dissertation Abstracts International, Mental Retardation Abstracts, and Education Index, compile a listing of ten references on the use of film with exceptional children. Be alert for additional sources to bring to the attention of your instructor.	7.1.1.1.A Resource File 7.1.1.1.A Brief written introductions to a. Dissertation Abstracts International b. Psychological Abstracts c. Mental Retardation Abstracts d. Education Index Access to library containing: a. Dissertation Abstracts International b. Psychological Abstracts c. Mental Retardation Abstracts d. Education Index	

Behavioral Objective *Continued:*

7.1.1.1.A (continued)

The above tasks should be submitted in written form. In parentheses, at the end of each reference, notate which source you found it in.

Competency Component: 7.1.1 To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.1.1 The trainee will be able to use Library Housed Reference materials to locate literature on instructional practices for exceptional children.

Activity No.

7.1.1.1.A

Evaluation Criteria

The trainee will submit a bibliography pertaining to use of film in instructing exceptional children. Below are listed some pertinent references in this area. The trainee will have successfully completed this activity if his list is developed along these same lines.

Bailyn, L., Mass media and children: A study of exposure habits and cognitive efforts. Psych. Monographs, 1959, 73 (Whole #471).

Bandura, A., Ross, D., and Ross, S. A., Vicarious reinforcement and imitative learning. J. of Abnorm. and Soc. Psych. 1963, 67, 601-608 (b).

Berkowitz, L., and Geen, R., Film violence and the cue properties of available targets. J. of Pers. and Soc. Psych. 1966, 3, 525-530.

Berkowitz, L., and Rawlings, E., Effects of film violence on inhibitions against subsequent aggression. J. of Abnorm. and Soc. Psych. 1963, 56, 405-512.

Bryan, J.H., and Schwartz, T., Effects of film material upon children's behavior. Psych. Bulletin, 1971, Vol. 75, 50-59.

Driscoll, J., Educational film and the slow learner. Mental Retardation, 1968, 6, 32-34.

Dysinger, W.S., and Ruckmuck, C.A., Emotional Responses of Children to the Motion Picture Situation. New York: Macmillian. 1933.

Ellis, G.T., The effects of aggressive cartoons on children's behavior. Dissertation Abstracts. 1971, Sep. Vol 32 (3-a), 1332.

Fritz, C.O., Film persuasion in education and social controversy. Dissertation Abstracts. 1957, 17, 2221.

Hicks, D., Imitation and retention of film-mediated aggressive peer and adult models. J. of Pers. and Soc. Psych. 1965, 2, 97-100.

Competency Component: 7.1.1 To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on instructional practices for exceptional children.

Enabling Activities	*Resources*	*Comments*
7.1.1.2.A Throughout the educational community, today's predominant theme is change. New instructional methodologies are being designed and developed throughout the country at a rate unprecedented in the history of education. All this recent and expanding activity has produced a large number of valuable documents, many of which have not reached the people who need them. ERIC (Educational Resource Information Center) was designed for the purpose of providing access to this literature. To become more familiar with ERIC, what it is and how to use it, view the slide-tape presentation in Resource File 7.1.1.2.A. When you have finished the ERIC slide-tape presentation return it to the resource file. A. Now consider yourself in this position. The Superintendent of Schools has come to you requesting information on the use of I.T.A. (Initial Teaching Alphabet) for exceptional children. Considering the topic, select descriptor terms from the Thesaurus of Eric Descriptors which you would use when consulting the R.I.E. Subject Index. List them on one piece of paper.	7.1.1.2.A Resource File 7.1.1.2.A 1. Box of 2 X 2 slides numbered sequentially about ERIC. 2. One cassette tape of the script to accompany the slides. 3. Directions for obtaining a carousel and projector. 4. Supply of Research Information Request Forms. 5. Supply of ERIC Check Tests. Microfiche and Microfilm	

7.1.1.2.A

B. Secondly, get a copy of the Research Request Form from File 7.1.1.2.A. On one sheet of paper, pose a problem dealing with an instructional problem specific to exceptional children which you think is representative of a problem a teacher would encounter in the classroom. Specify clearly the problem, the type of student, the teaching situation, etc. Once the problem has been defined, complete a computer Research Request Form as if you were going to request a print out.

C. Lastly, take the problem you defined for the computer search and perform a manual search on it. Select one article which interests you, locate it on microfilm, read it on a mocrofiche and summarize in one paragraph any implications the article has for the instructional problem you posed initially.

When all the above stated tasks have been completed, get an ERIC check test from Resource Folder 7.1.1.2.A, complete it, and submit it with all other work to your advisor.

Competency Component: 7.1.1 To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on instructional practices for exceptional children.

Activity No.	*Evaluation Criteria*
7.1.1.2.A	The trainee will turn in a listing of descriptors pertinent to I.T.A. The trainee will have successfully completed that segment of the activity if four of his descriptor terms are contained in the list below. (1) Phonics (2) Alphabets (3) Reading Instruction (4) Initial Teaching Alphabet (5) Reading To demonstrate successful completion of activity 7.1.1.2.A the trainee will be able to complete all four questions of this test. (1) What do the initials ERIC represent? Answer: Educational Resources Information Center (2) Briefly state the purpose of ERIC. Answer: ERIC was established to provide administrators, teachers, researchers, and students easy access to documents in all areas of educational research. (3) Outline steps you would take in doing a manual search. Answer: The steps in conducting a manual search are: (a) Define your problem (b) Select descriptor terms (c) Consult subject index (d) Refer to document resumes (e) View entire document on microfiche or the hard copy. (4) Outline the procedure you would take in doing a computer search. Answer: The steps in conducting a computer search are: (a) Obtain Research Information Request Form. (b) Define the problem in <u>specific</u> terms. (c) Mail to Mr. Glenn White, State Department of Education, Jefferson City, Missouri.

Competency Component: 7.1.1 To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on instructional practices for exceptional children.

Activity No.	*Evaluation Criteria*
7.1.1.2.A (cont.)	(d) Look through the computer print out and determine which selections you want to read in full, either on microfiche or in hard cover.

Competency Component: 7.1.1 To assist the trainee in identifying sources of literature on instrucitonal practices for exceptional children.

Behavioral Objective: 7.1.1.3 The trainee will be able to utilize the service of the IMC Network to locate literature on instructional practices for exceptional children.

Enabling Activities	*Resources*	*Comments*
7.1.1.3.A There is no profession which can afford to invest in research and the development of materials and permit the results to be unavailable to the profession. This is as true for special education as any other field. Therefore, in 1966 as a result of the John F. Kennedy Panel on Mental Retardation (1962) the Special Education Instructional Materials Center Network was established. The ability to utilize IMC services should be fundamental to a special educator concerned with instruction for exceptional children. (1) To become familiar with the Special Education Instructional Materials Center Network what it is, its purposes and how to use it, review the slide-tape presentation in Resource File 7.1.1.4.A. (2) One of the most valuable services performed by the IMC's is in-service training. See the Director of the University of Missouri-Columbia IMC, Judy McElmurry, and prepare a list of all workshops currently available in this area which you as a curriculum consultant could arrange for your teachers.	7.1.1.3.A Resource File 7.1.1.3.A A slide-tape presentation: The IMC Network. Associate University of Missouri IMC. Copies of "Utilization of IMC Reference Materials".	

Behavioral Objective Continued:

7.1.1.3.A (continued)

(3) Finally, it is important to be able to utilize the reference materials housed in the IMC's. Therefore, to complete this activity, go to Resource File 7.1.1.3.A and pull one copy of the form titled "Utilization of IMC Reference Materials." Complete this in the manner prescribed on the form, then submit this with the list of workshops currently available in this area to your advisor.

Competency Component: 7.1.1 To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.1.3 The trainee will be able to utilize the service of the IMC Network to locate literature on instructional practices for exceptional children.

Activity No.	*Evaluation Criteria*
7.1.1.3.A	The trainee will turn in a list of currently available workshops from the University of Missouri Associate IMC. The list should contain these titles. (1) Creative Art (2) Visual Perception (3) Selected Reading Approaches (4) PMRS (Prescriptive Materials Retrieval System) This list should be updated as new packages are developed The trainee will complete the form entitled "Utilization of IMC Reference Materials" with the following responses. (1) authors: Carl Bereiter and Siegfried Engleman shelf # I-12 (2) title: Teachers for the Disadvantaged shelf # I-18 (3) title: Disadvantaged Youth: A Selective Bibliography author: CEC Information Center (4) author: Lawrence Balter (5) publisher: Prentice Hall, Englewood Cliffs local representative: Mr. Jerry Brannon, #7 Preakness Drive, St. Peters, Missouri 63376 cost: #8.95

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objectives:

7.1.2.1 The trainee will be able to identify the professional journals concerned with instructional practices specific to exceptional children.

7.1.2.2 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children.

7.1.2.3 The trainee will be able to abstract from the literature pertinent information concerning instructional practices for exceptional children.

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.1 The trainee will be able to identify the professional journals concerned with instructional practices specific to exceptional children.

Enabling Activities	*Resources*	*Comments*
7.1.2.1.A As stated in an earlier activity, most of the information published in the last five years dealing with instructional practices for exceptional children is in journal form. Even though you can effectively utilize the major references to locate these journals, it is desirable to be familiar with the more important ones by title. Currently, there are an abundance of journals dealing with the various aspects of special education. It is your job as a professional educator to be able to determine which ones are valuable to you and your teachers in your efforts to keep abreast with new instructional developments. For a moment consider yourself in the position to delineate a list of journals to be subscribed to by the school district for use by Special Education personnel. You have been asked to select 15 journals or publications which represent diverse interests in instruction for exceptional children (i.e., learning disabled, mentally retarded, gifted, partially sighted, hard of hearing and orthopedically handicapped).	7.1.2.1.A Instructional Materials Center Library	

Behavioral Objective Continued:

7.1.2.1.A (continued)

Remember, your major concern at the moment is identifying good journals which include information on instructional developments for exceptional children.

The 15 journals are to be listed on one sheet of paper.

Journal collections are housed in the IMC and the University Library.

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.1 The trainee will be able to identify the professional journals concerned with instructional practices specific to exceptional children.

Activity No.	*Evaluation Criteria*
7.1.2.1.A	The list of journals the trainee turned in should be checked against the list given here. He will have successfully completed this activity if 12 of his 15 journals are contained in the list given below. 1. Teaching Exceptional Children 2. Exceptional Children 3. Braille Book Review 4. Education and Training of the Mentally Retarded 5. ERIC Reports 6. Focus on Exceptional Children 7. Grade Teacher 8. Instructional Materials Review 9. Instructor 10. Journal of Learning Disabilities 11. The Mentally Retarded 12. Mental Retardation 13. Rehabilitation Literature 14. Talking Book Reports 15. Training School Bulletin 16. American Journal of Mental Deficiency 17. (Asha) Journal of the American Speech and Hearing Association 18. Clasp 19. The Pointer 20. Rehabilitation Record

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.2 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children.

Enabling Activities	*Resources*	*Comments*
7.1.2.2.A Thus far you have worked predominantly with journals as a source of literature on instructional practices. There is still another source of information which is vital to professionals in any field; that is hard and soft cover books. Currently, new volumes dealing with special education are being published at an astonishing rate. It is your job as a professional educator to keep abreast with these new publications and to become skilled in determining which ones are valuable to you and your teachers as you endeavor to maintain an exceptional instructional program. A note of caution: There are many books now in print which are timeless and will always be classics. Don't forget them; a book doesn't have to be the most current to be the best. For a moment, place yourself in a position which declares you responsible for selecting the volumes which pertain to instruction to be included in your school system's materials center. Budget is no problem. Your list may be as extensive as you deem necessary, but don't be redundant. Prepare	7.1.2.2.A Professional texts in the library Professional texts in the IMC Personal library of staffs	

Behavioral Objective *Continued:*

7.1.2.2.A (continued)

<u>a concise list of books, (both hard and soft cover) complete with author(s) and publisher that you feel should be included in your system's materials center collection.</u>

When your list has been compiled, review it and delineate a secondary list of publishers and authors which you feel contribute significantly to the information dealing with instruction for exceptional children. The purpose of this would be to alert you to certain names, which you would know to be prominent in the field, and to act as a timesaver when reviewing the flood of advertisements, which will inevitably pass across your desk.

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.2 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children.

Activity No. 7.1.2.2.A

Evaluation Criteria

The following is a sample response meeting average requirements. Anything less would be minimal effort while more extensive lists should be considered as maximum effort.

BIBLIOGRAPHY

Aids to Psycholinguistic Teaching, Wilma Jo Bush and Marian T. Giles, Charles E. Merril Publishing Co., Columbus, Ohio, 1969.

Art Integration: A Teaching Program for the Mentally Retarded, SECDEC Staff, University of Iowa, 1969.

Beginning Language Arts Instruction With Children, Harold Shane, Mary E. Beddin, Margaret C. Gillesnie, Charles E. Merrill, Columbus, Ohio, 1972

Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems, Edward L. Meyen, Wm. C. Brown, Co., 1972.

Early Education of the Mentally Retarded, S. A. Kirk, University of Illinois Press, 1958.

Focus On Learning, Harold B. Helms, Academic Therapy Publication, California, 1967.

Functional Teaching of the Mentally Retarded, Max G. Frankel, William F. Hopp, Maurice P. Smith, Charles C. Thomas Publishers, Illinois, 1966.

Helping Young Children Develop Language Skills, Merle Karnes, Council For Exceptional Children, Washington, D.C.

Individualized Teaching in Elementary Schools, Dona Kofod Stahl, Patricia Ansalone, Parker Publishing Co., New York, 1970.

Language and Learning Disorders of the Pre-Academic Child, Tina E. Gangs, Appleton-Century-Crofts, 1966.

Learning Disabilities Educational Principles and Practices, Doris J. Johnson, Helmer R. Myklebust, Grune and Stratton, New York, 6th printing, 1971.

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.2 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children.

Activity No.	*Evaluation Criteria*
7.1.2.2.A (cont.)	Let Them Be Themselves, Lee Bennett Hopkins, Scholastic Book Service, New York, 1969. Methods For Learning Disorders, Patricia Myers, Donald Hammill, John Wily and Sons, Inc., New York, 1969. Movement Education: Theory and Practice, Marianne Frostig, Follett Educational Corp., Ill., 1970. On To The Classroom, Robert E. Glasen, Ed., Research Services, Inc., Wisc., 1969. Perceiving, Behaving, Becoming: A New Focus for Education, ASCD 1962 Yearbook Committee, Association for Supervision and Curriculum Development, Washington, D.C., 1962. Preparing Instructional Objectives, Robert F. Magen, Fearon Publishers, Calif., 1962. Prescriptive Teaching, Lawrence J. Peters, McGraw-Hill Co., New York, 1965. Progress In Learning Disabilities, M. Myklebust, Ed., Grune and Stratton, New York, 1968. Psycholinguistic Learning Disabilities: Diagnosis and Remediation, Samuel Kirk, Winifred Kirk, Univeristy of Ill., Press, 1971. Reading Difficulties: Their Diagnosis and Correction, Guy L. Bond, Miles Tinker, Appleton-Century-Crofts, New York, 2nd ed., 1967. Remedial Reading Drills, T. G. Hegge, S.A. Kirk, Winifred Kirk, George Wahs Publishing Co., Ann Arbor, Michigan, 1940. Remedial Training For Children with Specific Lisability in Reading, Spelling, and Penmanship, Anna Gillingham, Bessie W. Stillman, Educators Service Inc., Mass., 1968. Selected Free Materials For Classroom Teachers, Ruth H. Aubrey, Fearon Publishers. Teacher and Child, Haim Ginott, MacMillian Co., New York, 1972.

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.2 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children.

Activity No.	*Evaluation Criteria*
7.1.2.2.A (cont.)	Teaching Educable Mentally Retarded Children, Oliver P. Kolstoe, Holt, Rinehart and Winston, Chicago, 1970. Teaching Strategies for the Culturally Disadvantaged, Hilda Taba, Deborah Elkins, Rand McNally and Co., Chicago, 1968. Teaching Language Arts to Mentally Retarded Children, Janet K. Thomas, T.S. Denison and Co., Minn., 1968. The Remediation of Learning Disabilities, Robert E. Valett, Fearon Publishers, Calif., 1967. The Preparation of Teachers of Brain-Injured Children, William Cruickshank, John B. Junkala, James L. Paul, Syracuse University, New York, 1968. The Teacher of Brain-Injured Children, William Cruickshank, ed., Syracuse Univeristy, New York, 1966. The Mentally Retarded Child, Holbert B. Robinson, Nancy M. Robinson, McGraw-Hill, St. Louis, 1965. They All Need To Talk, Wilma M. Possian, Appleton-Century-Crofts, New York, 1969. They Too Can Succeed, Doreen Kronick, Academic Therapy Publications, Calif., 1969. What Do I Do Monday?, John Holt, E. P. Dutton and Co., New York, 1970.

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.2 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children.

Activity No.	*Evaluation Criteria*	
7.1.2.2.A (cont.)	PUBLISHERS	AUTHORS
	Follett Educational Corporation	S.A. Kirk
	Ann Arbor Publishers	B. Bateman
	Frank E. Richards	J. M. Wepman
	John Day Co.	H. Myklebust
	McGraw-Hill	W. Kotmeyer
	Appleton-Century-Crofts, Inc.	M. Frostig
	Benefic Press	J. J. Gallagher
	Remediation Associated Inc.	W. Cruickshank
	Educational Activities Inc.	H. Taba
	Rand McNally	H. H. Goddard
	Charles E. Merrill Books, Inc.	N. C. Kaphart
	Continental Press Inc.	J. Piaget
	Teachers Publishing Co.	A. A. Strauss
	Fearon Publishers	M. Montessori
	Mafex Association	L. Bender
	Finney Co.	J. J. McCarthy
		A. Gesell
		J. Hellmuth
		L. Connor
		L. Dunn

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.3 The trainee will be able to abstract from the literature pertinent information concerning instructional practices for exceptional children.

Enabling Activities	*Resources*	*Comments*
7.1.2.3.A Up to this point you have spent considerable time learning to locate sources of literature. This is a valuable skill, but there is another even more valuable skill, that is the ability to use the information you find. Much of today's literature is written in such an abstract manner, filled with professional terminology, that to identify the pertinent applicable information is a challenge. To be able to glean relevant data and reword it in a style apprehensible to teachers, students, and administrators is a skill which requires considerable practice. The following activity is designed to facilitate acquisition of this skill. In Resource File folder 7.1.2.3.A you will find three different examples from the literature dealing with instructional practices for the Educable Mentally Retarded. Read two of these carefully, then abstract from each one, the information pertinent to instructional practices on exceptional children. Define the implications the practice has for you as a curriculum consultant, for your teachers and for the learner. (Remember, because the study was done with EMR's doesn't	7.1.2.3.A Resource File 7.1.2.3.A Blatt, B. and Garfunkel, F. Educating intelligence: determinants of school behavior of disadvantaged children. Exceptional Children, 1967, 33, 601-608. Shepard, G. Selected factors in the reading ability of educable mentally retarded boys. American Journal of Mental Deficiency, 1967, 78, 563-620. Vergason, G. A. Retention in retarded and normal subjects as a function of amount of original training. American Journal of Mental Deficiency, 1964, 68, 623-629.	

7.1.2.3.A (continued)

limit its implication for that population only.)

Each abstract is to be concisely written on a separate sheet of paper. Specify the article for which each abstract is written. The final product should be submitted to your advisor.

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.3 The trainee will be able to abstract from the literature pertinent information concerning instructional practices for exceptional children.

Activity No.
7.1.2.3.A

Evaluation Criteria

The trainee will have successfully completed the activity if the abstracts he submits reflect some of the following ideas relevant to instructional practices.

(1) "Educating Intelligence Determinents of School Behavior of Disadvantaged Children" by Burton Blatt and Frank Garfunkel. (1967)

Blatt and Garfunkel were interested in the effects of preschool intervention with children who were "destined" to be retarded due to prolonged cultural deprivation. They hypothesized that a rich experiential curriculum in a social setting would enhance a child's performance in regular school, thus reducing his chances of being identified and labeled mentally retarded.

The fact that the study showed no real results is in itself significant. Everywhere preschool programs are being developed in an effort to lessen the prevalance of mental retardation. As a curriculum consultant this study says the following things. First, move into new preschool programs cautiously, as so far they have achieved nothing in long term effects.

Secondly, if the decision is made to develop a preschool program, make sure that something different is being done to warrant the establishment of the program.

The results from this study indicate what is being done now is not different. This would suggest the possibility that too little attention is being given to increasing the achievement motivation during the preschool period or that the traditional elementary school curriculum is not appropriate for inducing intellectual change in culturally disadvantaged children.

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.3 The trainee will be able to abstract from the literature pertinent information concerning instructional practices for exceptional children.

Activity No.
7.1.2.3.A
(cont.)

Evaluation Criteria

Thirdly, for already existing programs, encourage experimentation among your teachers. They need to know that the regular curriculum has not been effective and to be constantly aware of new things to implement.

Fourthly, although the study was executed on the preschool level, it has implications for older students already in classes for the EMR because of cultural deprivation. It stands to reason that if the curriculum was ineffective on the preschool level, it is probably ineffective for the same type of student who is older.

(2) "Selected Factors in the Reading Ability of Educable Mentally Retarded Boys" by George Shepard. (1967)

Shepard was interested in finding common deficits or factors that relate to the reading ability of Educable Mentally Retarded Students. The study failed to produce a consistent pattern of common problems, although an area of common difficulty seemed to be analytic phonetic skills. This seems to indicate that ability to read is independent of sets of higher individualized factors. The finding that inadequate readers exhibited phonetic attack problems suggests that an approach, such as the Initial Teaching Alphabet, might be beneficial to these students in conjunction with additional individual phonetic instruction.

A second implication of this study stems from the fact that no consistent patterns were found. This would imply the need to guard against categorization and lean toward a completely individual instructional approach as prescriptive teaching, where individual objectives are defined according to particular abilities and deficits.

A third implication which has application to teachers can be drawn from the rather obscure statement which suggests mentally retarded readers have less difficulty with the visual-motor channel than the auditory vocal channel. This could indicate a need for more visual

Competency Component: 7.1.2 To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Behavioral Objective: 7.1.2.3 The trainee will be to abstract from the literature pertinent information concerning instructional practices for exceptional children.

Activity No.	*Evaluation Criteria*
7.1.2.3.A (cont.)	instruction coupled with kinesthetic experiences, i.e. overhead transparencies to be traced on the board, writing in clay and sand, touching raised letters and words, etc. (3) "Retention in Retarded and Normal Subjects as a Function of Amount of Original Training" by Glenn A. Vergason Vergason (1964) looked at retention as it related to the amount of original learning. Retarded and normal subjects were randomly assigned to one of four groups: minimum learning with retention measured after one day and after thirty days; and over learning with retention measured after one day and after thirty days. For the minimum learners the criterion was one correct answer and for the over learners it was five successive correct answers. The results showed no significant difference between normal and retarded in required learning trials. Under conditions of minimal learning, the normal group was superior in measure of retention after both one and thirty days. There were, however, no significant differences in retention after thirty days between the two groups who received overlearning. This has implications for the classroom teacher. If there is to be improvement of retention she could insure it by providing overlearning. This is accomplished by providing extra trials over criterion. For example, many teachers present a list of spelling words for one week, give a test and if the student gets 100% is assured he knows the words. Vergason, however, would suggest the student won't retain the word and at a later date will be unable to spell it. Therefore, it seems from the findings of this particular study, a unit approach to instruction would be more advisable and consequently result in more long term retention.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.1.3 To assist the trainee in developing the skills to interpret practices specific to exceptional children from the current literature on instructional practices for exceptional children into applicable instructional approaches.

Behavioral Objectives:

7.1.3.1 The trainee will be able to formulate or select ideas specific to instruction of exceptional children from current research findings.

7.1.3.2 The trainee will be able to generate extensions to instructional practices specific to exceptional children from those previously documented in the literature.

Competency Component: 7.1.3 To assist the trainee in developing the skills to interpret practices specific to exceptional children from the current literature on instructional practices for exceptional children into applicable instructional approaches.

Behavioral Objective: 7.1.3.1 The trainee will be able to formulate or select ideas specific to instruction of exceptional children from current research findings.

Enabling Activities	*Resources*	*Comments*
7.1.3.1.A As you read research findings and extract data relevant to instructional practices it is important to be able to go one step further, and formulate or select specific instructional ideas. While the information you get from research is important in developing total instructional programs, teachers need more concrete, applicable ideas which can be readily implemented into the classroom. Therefore, the ability to translate research data into specific instructional ideas is a skill worth developing. The following exercise is designed to facilitate acquisition of this skill. Imagine yourself in this position: As a curriculum consultant, you have been approached by one of your teachers who subscribes to Exceptional Children. She had just finished reading an article in which the results indicated that economically disadvantaged preschool children have auditory discrimination deficits. As she teaches in a deprived area, she is concerned about this problem in her classroom and wants ideas she can implement to help remediate the deficit. It is your problem to generate or select for her specific	7.1.3.1.A Special Education Teacher in economically depressed area. IMC Library	

Behavioral Objective Continued:

7.1.3.1.A (continued)

instructional practices which relate to the findings of the study. List the suggestions in a manner which would be easily comprehended and utilized by the average classroom teacher. When the list is complete, take it to a special education teacher who works with predominantly disadvantaged children. (In Columbia, go to the Diagnostic Learning Center.) Review the problem you are working on and show her your suggestions. Have her evaluate them as the teacher who would receive the suggestions on the following basis:

1. Clarity of stated suggestions.
2. Practicability of suggestion for implementation.
3. How beneficial to the student.

After the interview, re-evaluate your list of suggestions. If necessary, make changes, then submit the finished product to your advisor. Note on the bottom of the listing the name of the teacher you interviewed and the school in which she teaches.

Competency Component: 7.1.3 To assist the trainee in developing the skills to interpret practices specific to exceptional children from the current literature on instructional practices for exceptional children into applicable instructional approaches.

Behavioral Objective: 7.1.3.1 The trainee will be able to formulate or select ideas specific to instruction of exceptional children from current research findings.

Activity No.
7.1.3.1.A

Evaluation Criteria

The trainee will have successfully completed this activity if his suggested Auditory Discrimination Activities are developed along the lines of the following in terms of:

1. clarity
2. ease of implementation
3. student benefits

Suggested Auditory Discrimination Activities which can be integrated into the Instructional Program:

1. Use different sounds to indicate different activities. For example:

   buzzer-recess
   wooden blocks-free time
   traingle-unit
   bells-lunch

2. When grouping for activities, instead of labeling with numbers, letter, colors, etc., use sounds. When you are ready to work with a group, signal them by producing their sound instead of verbally calling their names. Change the sound they respond to often. For example, one day the group may respond to the sound of musical instruments.

   1 group - piano
   1 group - bells
   1 group - horn
   1 group - sticks

3. Often students have to take turns at doing some activities, such as plotting progress on charts, or choosing an earned reward. Instead of calling students by name or moving up and down the rows, give them signals. For example, you may have a whistle. Give each a signal to listen for which signifies his turn.

   Student A 2 short whistles
   Student B 1 short & 1 long whistle
   Student C 1 long whistle
   Student D 1 short whistle
   Student E 2 long whistles

Competency Component: 7.1.3 To assist the trainee in developing the skills to interpret practices specific to exceptional children from the current literature on instructional practices for exceptional children into applicable instructional approaches.

Behavioral Objective: 7.1.3.2 The trainee will be able to generate extensions to instructional practices specific to exceptional children from those previously documented in the literature.

Enabling Activities	*Resources*	*Comments*
7.1.3.2.A Another skill equally important to educational resource personnel is the ability to propose extensions to already well-accepted instructional approaches. The following exercise is designed to facilitate acquisition of this skill. In Resource File 7.1.3.2.A there is a packet containing a problem presented on slides with a tape. Complete instructions for completing the problems are contained in the packet. The final product is to be submitted to your advisor.	7.1.3.2.A Resource File 7.1.3.2.A Packet containing 2 x 2 slides and a tape Filmstrip projector Cassette recorder	7.1.3.2.A Your problem is to generate modification of or extensions to the experience chart approach to make it acceptable to older students. To complete activity: 1. list resources; i.e., teachers, literature, brainstorms. 2. list equipment and materials needed. 3. list structural changes. 4. list implementation procedures.

Competency Component: 7.1.3 To assist the trainee in developing the skills to interpret practices specific to exceptional children from the current literature on instructional practices for exceptional children into applicable instructional approaches.

Behavioral Objective: 7.1.3.2 The trainee will be able to generate extensions to instructional practices specific to exceptional children from those previously documented in the literature.

Activity No.
7.1.3.2.A

Evaluation Criteria

The trainee will have successfully completed this activity if his proposed extensions and modifications to make experience charts more appealing to older students are developed along the lines of the following.

Suggested Extension I.

Equipment

Cassette player or tape recorder
Cassettes or reel to reel tape
Typewriter

Procedure

Allow older students to record stories on tape. The teacher can later type the story from the tape and prepare copies for the next day.

Source

Mitchell, Marlep. Teacher idea exchange. Teaching Exceptional Children, 1971, 4, 27-28.

Suggested Extension II

Materials

Ditto masters

Equipment

Duplicating machine

Procedure

Plan with students the production of a class newspaper. Have them write individual articles as you help with the mechanics of spelling and grammar. Once the story is constructed have them make a final "perfect" copy. From this copy let each student write his story on a ditto master. If the student wants, let him illus-

Competency Component: 7.1.3. To assist the trainee in developing the skills to interpret practices specific to exceptional children from the current literature on instructional practices for exceptional children into applicable instructional approaches.

Behavioral Objective: 7.1.3.2 The trainee will be able to generate extensions to instructional practices specific to exceptional children from those previously documented in the literature.

Activity No.	*Evaluation Criteria*
7.1.3.2.A (cont.)	trate his story. Duplicate the stories and give each child a set of everyones stories, Spend a part of several days reading the stories. Source Result of personal brainstorming.

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 7.0 Developing / Instruction

Competency 7.2 A curriculum consultant should be capable of becoming skilled in developing instructional programs.

March 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U. S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123142

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Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 7: Developing / Instruction

MODULE ELEMENT SCOPE:

This module element was designed to provide you with the skills necessary to discuss and implement various instructional methodologies. The preliminary activities are concerned with developing competence in writing behaviorally stated instructional objectives, as they are the foundation of any instructional approach. The instructional methodologies presented in this element include, inductive teaching, prescriptive teaching, contingency contracting, and the unit approach. Major references and influential personnel are presented along with guidelines for development and implementation of each approach.

MODULE ELEMENT SPECIFICATIONS:

Competency 7.2: A curriculum consultant should be capable of becoming skilled in developing instructional programs.

Competency Component:

7.2.1 To assist the trainee in becoming skilled in developing instructional objectives

7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross References
			7.2.1.1 The trainee will be able to define behavioral objectives.	
			7.2.1.2 The trainee will explore the advantages and disadvantages of instructional objectives.	
			7.2.1.3 The trainee will be able to employ a suggested model for writing instructional objectives in behavioral terms.	
			7.2.2.1 The trainee will be able to define the Prescriptive Teaching System.	
			7.2.2.2 The trainee will be able to write behavioral descriptions of educational problems after employing diagnostic procedures to pinpoint individual deficits and assets.	
			7.2.2.3 The trainee will be able to formulate educational prescriptions given diagnostic information.	
			7.2.2.4 The trainee will be able to implement a teaching program outlined in an educational prescription.	
			7.2.2.5 The trainee will be able to evaluate the effectiveness of educational prescription utilizing student performance as a criteria for success.	
			7.2.3.1 The trainee will be able to define the meaning and organizational construct of the experience type unit as an approach to instruction. The trainee will be able to identify the components of the conceptual model for writing experience units.	
			7.2.3.2 The trainee will be able to use given developmental steps as a means of planning a unit and evaluating its potential.	
			7.2.3.3 The trainee will be able to construct a lesson plan employing a given format.	

BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance		Cross Reference
			7.2.3.4 The trainee will be able to develop a year's plan of units using a continuum approach or a core area approach.	
			7.2.3.5 The trainee will be able to evaluate the effectiveness of a unit.	
			7.2.4.1 The trainee will be able to define the inductive technique as an approach to instruction.	
			7.2.4.2 The trainee will be able to develop a hierarchy of questions around one topic.	
			7.2.4.3 The trainee will be able to employ inductive teaching techniques in classroom instruction through teaching a sequence of skills.	
			7.2.5.1 The trainee will be able to define contracting as an approach to instruction.	
			7.2.5.2 The trainee will be able to obtain, prepare, and organize diagnostic, prescriptive and task materials to facilitate the contracting approach to instruction.	
			7.2.5.3 The trainee will be able to organize a classroom and classroom procedures to facilitate the contracting approach to instruction.	
			7.2.5.4 The trainee will be able to apply the contracting approach to instruction in classroom situations.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

7.2.2.2.A

7.2.2.3.A

7.2.2.4.A

7.2.2.5.A

7.2.3.1.A

7.2.3.2.A

7.2.3.3.A

7.2.4.1.A

7.2.4.2.A

7.2.5.1.A

7.2.5.2.A

7.2.5.3.A

7.2.5.4.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.2.1 To assist the trainee in becoming skilled in developing instructional objectives.

Behavioral Objectives:

7.2.1.1 The trainee will be able to define behavioral objectives.

7.2.1.2 The trainee will explore the advantages and disadvantages of instructional objectives.

7.2.1.3 The trainee will be able to employ a suggested model for writing instructional objectives in behavioral terms.

Competency Component: 7.2.1 To assist the trainee in becoming skilled in developing instructional objectives.

Behavioral Objective: 7.2.1.1 The trainee will be able to define behavioral objectives.

Enabling Activities	*Resources*	*Comments*
7.2.1.1.A Instructional objectives are basic to any instructional approach. They furnish the structure and guidelines to develop and maintain effective instructional programs. Therefore, skill in the writing of instructional objectives is a requisite to the establishment of any good instructional program. Before attempting to write instructional objectives it is important to have a clear understanding of what they are. The following activity is designed to assist you in developing, for yourself, a working definition of instructional objectives. Many books and articles have already been written on instructional objectives, and each offers a slightly different approach to the problem of definition. It is your job to locate and scan the available literature for given different definitions. List each definition and its source on a 3 X 5 card. When your search is complete, study each of the definitions and from them generate for yourself a working definition of instructional objectives.	7.2.1.1.A Library IMC Staff Libraries	

Behavioral Objective *Continued:*

7.2.1.1.A (continued)

The final definition should be stated on a separate sheet of paper with the 3 X 5 card attached.

Competency Component: 7.2.1 To assist the trainee in becoming skilled in developing instructional objectives.

Behavioral Objective: 7.2.1.1 The trainee will be able to define behavioral objectives. (See 6.7.3.2)

Activity No.

7.2.1.1.A

Evaluation Criteria

The trainee has been asked to compile 5 definitions of instructional objectives and from them, generate his own. The following are 5 examples of definitions. The trainee will have successfully completed this activity if his definitions are selected on these lines:

1. Special Education Curriculum Development Center. Instructional Objectives: Developing Teaching Strategies for the Mentally Retarded. Cedar Rapids, Iowa, Joint County System, 1970.

   p. 7 "An Instructional Objective -

   - is stated in terms of pupil behavior
   - clearly describes what behavior the pupil should exhibit following one step in a lesson or unit plan
   - outlines the conditions under which the behavior can be observed
   - states a level of performance that is acceptable as an indication that the objective has been met
   - in some instances prescribes a time limit."

2. Plowman, P. D. Behavioral Objectives. Science Research Associates, Chicago, Ill. 1971.

   (a) "An objective can be defined as an aim or a desirable outcome of action."

   (b) "An objective is defined as a quantifiable and/or observable achievement accomplished under specified conditions. Objectives should reflect the critical factors required for the accomplishment of a goal.

3. Kapfer, M. B. Behavioral Objectives in Curriculum Development. Selected Readings and bibliography, Educational Technology Publications, Englewood Cliffs, New Jersey, 1971. Pp. 9-10.

   ". . .a well written instructional objective should specify under what conditions and to what extent a certain kind of student performance can be expected to take place."

Competency Component: 7.2.1 To assist the trainee in becoming skilled in developing instructional objectives.

Behavioral Objective: 7.2.1.1 The trainee will be able to define behavioral objectives. (See 6.7.3.2)

Activity No.	*Evaluation Criteria*
7.2.1.1.A (cont.)	4. Mager, R. F. Preparing Instructional Objectives. Fearon Publishers, Palo Alto, Calif, 1962. p. 3. "An objective is an intent communicated by a statement describing a proposed change in a learner--a statement of what the learner is to be like when he has successfully completed a learning experience. It is a description of a pattern of behavior (performance) we want the learner to be able to demonstrate." 5. Duncan, J. K. and Hough, J. B. Teaching: Description and Analysis. Addison-Wesley Publishing Co., Menlo Park, California, 1970. p. 81. "Instructional objectives are operational statements that describe the student behavior which will be accepted as evidence that the student has learned." At this point the trainee should also have his own definitions generated from those cited.

Competency Component: 7.2.1 To assist the trainee in becoming skilled in developing instructional objectives.

Behavioral Objective: 7.2.1.2 The trainee will explore the advantages and disadvantages of instructional objectives.

Enabling Activities	*Resources*	*Comments*
7.2.1.2.A Seldom do efforts to change established practices meet with complete acceptance. This is also true of instructional objectives. They have simultaneously been applauded and criticized by professional educators. It is these opposing viewpoints that help maintain balance and perspective in change. Therefore it is to your advantage to be cognizant of several differing positions. The following activity is designed to help you gain an awareness of the differing views surrounding instructional objectives. In activity 7.2.1.1.A, which preceded this one, you identified a list of sources which deal with defining instructional objectives. Relocate those references and any others you feel are valuable. From these construct a listing of the advantages attached to instructional objectives. (Include any you think of, also.) State them as simply as possible. There is no need to define one or another. This is only to develop an awareness of opposing views.	7.2.1.2.A Library IMC Staff Libraries	

Behavioral Objective Continued:

7.2.1.2.A (continued)

The list should include the references you used. Submit the finished product to your advisor.

Competency Component: 7.2.1 To assist the trainee in becoming skilled in developing instructional objectives.

Behavioral Objective: 7.2.1.2 The trainee will explore the advantages and disadvantages of instructional objectives.

Activity No.	*Evaluation Criteria*
7.2.1.2.A	For this activity the trainee was asked to compile from the literature arguments for and against instructional objectives. The trainee will have successfully completed this activity if he has advantages and disadvantages listed which are similar to the following:

Advantages

Instructional Objectives:

1. Provide a sequential overview of educational effort.
2. Facilitates teacher evaluation of student performance.
3. Facilitates teacher evaluation of herself.
4. Provides the discipline necessary in classroom organization.
5. Provide students with minimum performance standards.
6. Narrows a task to the point that the teacher can freely choose activities.
7. Increases student participation in setting goals.
8. Provide a cumulative record of what has been taught.
9. Aid in evaluating new commercial materials.

Disadvantages

Instructional Objectives:

1. Restricts the educational process by imposing artificial regidity.
2. Are very time consuming to prepare.
3. Are designed to manipulate behavior and therefore are unethical.
4. Tend to be composed of trivia.
5. Limits utilization of impromptu instructional opportunities.
6. May limit an instructor's ability to evaluate unforeseen occurrences.

Competency Component: 7.2.1 To assist the trainee in becoming skilled in developing instructional objectives.

Behavioral Objective: 7.2.1.3 The trainee will be able to employ a suggested model for writing instructional objectives in behavioral terms.

Enabling Activities	*Resources*	*Comments*
7.2.1.3.A As the module in curriculum development deals with objectives in depth, you will only spend a token amount of time in writing them here. The purpose of this activity is to introduce one model for writing instructional objectives. There are many, some complex, others not so complex. This particular model was chosen because it was written for teachers and other personnel concerned with instruction.	7.2.1.3.A Resource File 7.2.1.3.A Copies of Exercise 13 Copies of Exercise 14 Meyen, E. L. Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems. Iowa: Wm. C. Brown Company Pp. 194-199.	

Competency Component: 7.2.1 To assist the trainee in becoming skilled in developing instructional objectives.

Behavioral Objective: 7.2.1.3 The trainee will be able to employ a suggested model for writing instructional objectives in behavioral terms.

Activity No.

7.2.1.3.A

Evaluation Criteria

The trainee will submit two instructional objectives using the format prescribed in Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems, by Edward L. Meyen. The objectives should be developed along the lines of the following for the trainee to have successfully completed this activity.

Exercise 13

Meyen, E. L. Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems. Iowa: Wm. C. Brown Company Publishers, 1972. p. 207.

1. Unit Topic: Measurement
2. Behavior: Correct use of the ruler
3. Write each aspect separately.

   Descriptive: measure a line; record the results
   Condition: using a ruler, and the written word inches
   Evaluative: a line less than 6 inches

4. Write your final objective in one statement.

   Final objective: The student will be able to measure a line less than 6" with a ruler and record the results using the word inches.

Exercise 14

Meyen, E. L. Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems. Iowa: Wm. C. Brown Company Publishers, 1972.

1. Unit Topic: Traffic Safety
2. Behavior: Reading crucial safety signs
3. Write each aspect separately.

   Descriptive Lay a card.
   Condition Given a colored picture of a traffic signal
   Evaluative The correct word on the corresponding color.

Competency Component: 7.2.1 To assist the trainee in becoming skilled in developing instructional objectives.

Behavioral Objective: 7.2.1.3 The trainee will be able to employ a suggested model for writing instructional objectives in behavioral terms.

Activity No.	*Evaluation Criteria*
7.2.1.3.A (cont.)	4. Write your final objective in one statement. Given a colored picture of a traffic signal, the student will lay a card with the correct word on the corresponding color. (i.e., stop on red.)

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objectives:

7.2.2.1 The trainee will be able to define the Prescriptive Teaching System.

7.2.2.2 The trainee will be able to write behavioral descriptions of educational problems after employing diagnostic procedures to pinpoint individual deficits and assets.

7.2.2.3 The trainee will be able to formulate educational prescriptions given diagnostic information.

7.2.2.4 The trainee will be able to implement a teaching program outlined in an educational prescription.

7.2.2.5 The trainee will be able to evaluate the effectiveness of educational prescriptions utilizing student performance as a criteria for success.

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.1 The trainee will be able to define the Prescriptive Teaching System.

Enabling Activities	*Resources*	*Comments*
7.2.2.1.A Professional educators across the country seem to be in accordance with the movement towards individualized instruction. Many differing approaches to facilitate individualization have been suggested. One, which you have already inspected, is contingency contracting. Another, which is receiving widespread attention, is Prescriptive Teaching, also referred to as Individually Prescribed Instruction (IPI), Precision teaching and the Systems Approach. Prescriptive teaching as we will refer to it, denotes different things to different people. Although most view it primarily as an instructional system based on specific educational objectives correlated with teaching materials and methods, there still exists many different models for effecting the approach. It is the job of each professional educator to review the literature and select, perhaps with modification, a definition and model with which he can work. It is the purpose of this activity to guide you in locating possible	7.2.2.1.A Scanlon, R. G. Individually prescribed instruction. Educational Technology, December, 1970, Pp. 44-46. Bolvin, J. Q., and Lindvall, C. M. Role of the teacher in individually prescribed instruction. Educational Technology, February, 1970, Pp. 37-41.	

Behavioral Objective . Continued:

7.2.2.1.A (continued)

models and definitions. From these you will select, modify and/or combine a working definition and model of the prescriptive teaching process.

A list of names prominent in the development of the prescriptive teaching approach are listed for you below. Use this list as a starting point.

(1) Laurence J. Peter
(2) Robert G. Scanlon
(3) William Glasser
(4) John Bolvin

Maintain a bibliography of all the references you read, and submit it along with the final model and definition you select to employ.

Competency Component: 7.2.2 — To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.1 — The trainee will be able to define the Prescriptive Teaching System.

Activity No.	*Evaluation Criteria*
7.2.2.1.A	The trainee has been asked to review the literature relevant to prescriptive teaching in search of a workable definition and model. The trainee should submit a complete bibliography of the references he read and a copy of the model and definition of prescriptive teaching he has chosen. The model and definition may either come directly from some source, or be a product of the trainee's reading. In either case ask him to explain orally his chosen model to you along with the reasons for selecting it. Do the same with the definition. Rely on your own judgement as to whether the trainee has adequately completed this activity. The bibliography, on the other hand must contain selections by each of the following: (1) Laurence J. Peter (2) Robert G. Scanlon (3) William Glasser (4) John Bolvin

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.2 The trainee will be able to write behavioral descriptions of educational problems after employing diagnostic procedures to pinpoint individual deficits and assets.

Enabling Activities	*Resources*	*Comments*
7.2.2.2.A As you selected a model and definition of prescriptive teaching in the first activity, it is also necessary to adopt one to use as a guideline in presenting the remainder of this component. Even though the model and definition used here will undoubtedly differ somewhat from yours, the basic information is transferable to any model. A copy of the definition and the model that the remainder of the activities dealing with prescriptive teaching will adhere to is stored in Resource File 7.2.2.2.A. Read the definition and study the model. When you are familiar with them proceed on to the activity listed below. The first stage (as depicted in the model) is Diagnosis. Diagnosis is the process of collecting information that will aid in planning an educational program to improve a student's learning. Within the prescriptive process, diagnosis is a behavioral description of the nature of the problem, pinpointing individual assets and deficits, designed to lead to the formulation of specific teaching procedures.	7.2.2.2.A Resource File 7.2.2.2.A Cassette and handbook "Steps in the Diagnostic Classroom."	

Behavioral Objective . Continued:

7.2.2.2.A (continued)

In Resource File 7.2.2.2.A is a folder titled "Steps in the Diagnostic Process." Inside the folder is a cassette and a handbook. Go through the handbook using the cassette as narration. Feel free to make notes. The handbook was designed as a resource material, not as a workbook. When you have completed the tape locate the simulation problem in Section 2 of the handbook. Complete the problem and submit it to your advisor to verify completion of this activity.

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.2 The trainee will be able to write behavioral descriptions of educational problems after employing diagnostic procedures to pinpoint individual deficits and assets.

Activity No.	*Evaluation Criteria*
7.2.2.2.A	The trainee has been asked to complete a case study format on a student he selects from a special school setting. He is not to do actual testing and diagnosis, but rather take the information in cumulative records, class records, and teacher observations to complete the form. When evaluating the finished product look for these things: a. Is the case study complete? b. Does it reflect critical thinking on the part of the trainee? c. Does it summarize a specific area needing special instruction?

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.3 The trainee will be able to formulate educational prescriptions given diagnostic information.

Enabling Activities	*Resources*	*Comments*
7.2.2.3 A Stage two in prescriptive teaching is the educational prescription. An educational prescription specifically designed to remediate a specific problem for a particular individual. The components of an educational prescription are: 1. Behavioral objectives, 2. Task analysis and sequencing, 3. Techniques, 4. Materials and equipment, and 5. Contingency schedules. A video tape has been prepared for you which explores each of these variables in depth. In Resource File 7.2.2.3.A are the instructions for obtaining and viewing this video tape plus the work material which accompanies the tape. When you have completed the tape and the work materials submit them to your advisor as verification for completion of this activity. In the event that the video tape is unavailable, locate the SE-IMC's Examination, Evaluation, and Use of Instructional Materials. (The Instructor's Manual.) It also covers	7.2.2.3.A Resource File 7.2.2.3.A Instructions for obtaining and viewing the video tape: "Educational Prescription Development." Work Materials.	

Behavioral Objective *Continued:*

7.2.2.3.A (continued)

these same areas. Read each section, concentrating on those particularly applicable to this activity. If you choose this option write a 5-10 page handout covering the above identified components of an educational prescription.

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.3 The trainee will be able to formulate educational prescriptions given diagnostic information.

Activity No.	*Evaluation Criteria*
7.2.2.3.A	There were two options available to the student for completing this exercise. 1. View a video tape of a workshop on the components of an educational prescription and complete accompanying materials. Appropriate responses are included in the video presentation. 2. Review a SE-IMC workshop entitled Examination, Evaluation, and Use of Instructional Materials, Instructor's Manual. Then prepare a 5-10 page handout briefly describing the 5 components of an educational prescription. 1. Behavioral Objectives 2. Task Analyses and Sequencing 3. Techniques 4. Materials and Equipment 5. Contingency Scheduling

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.4 The trainee will be able to implement a teaching program outlined in an educational prescription.

Enabling Activities	*Resources*	*Comments*
7.2.2.4.A Stage three, Implementation, is the actual teaching of the program outlined in the educational prescription. Implementation represents the crucial stage in the prescriptive process; the operational stage resulting in the direct translation of the educational prescription into the educational setting. In Resource File 7.2.2.4.A are some simulations to work with, as it is awkward to obtain actual classroom situations. The simulations like the process of implementation require all the skill and information you have acquired up to this point to complete them. When finished submit them to your advisor. In addition, also in Resource File 7.2.2.4.A is a filmstrip: "Let's Try Doing Something Else Kind of Thing", which illustrates the actual classroom utilization of prescriptive teaching methodologies. View it and listen to the accompanying cassette as an example of applying prescriptive teaching.	7.2.2.4.A Resource File 7.2.2.4.A Simulations Filmstrip/cassette: "Let's Try Something Else Kind of Thing."	

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.4 The trainee will be able to implement a teaching program outlined in an educational prescription.

Activity No.
7.2.2.4.A

Evaluation Criteria

For this activity the trainee was given no new information. Instead, he was asked to systhesize from that given previously in order to complete three simulations. The simulations involve the implementation of an educational prescription. The trainee will have successfully completed this activity if the simulations meet these requirements.

1. A terminal objective clearly stated in behavioral terms.
2. A specific instructional objective stated in behavioral terms.
3. A complete task analysis. The trainee should include as detailed analysis as possible. A few selected examples are not acceptable.
4. A listing of instructional materials complete with the name, publisher or manufacturer, and where to obtain it.
5. A detailed program outline delineating suggested instructional methods and management techniques.
6. A set of contingencies which are feasible in the special class.

Competency Component: 7.2.2 To assist the trainee in becoming skilled in becoming skilled in deyeloping instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.5 The trainee will be able to evaluate the effectiveness of educational prescriptions utilizing student performance as a criteria for success.

Enabling Activities	*Resources*	*Comments*
7.2.2.5.A The fourth stage in the prescriptive process is Evaluation. Evaluation is the determination of the effectiveness of educational strategies and modifications. Evaluation utilizes student performance as the criteria measure of success. Several evaluation techniques are available to educational personnel (i.e., formal assessment, graphing, self-evaluation). These avenues are explored more in depth in the slide-tape presentation "Evaluation in the Prescriptive Process." Locate this presentation and the instructions for obtaining a projector and tape player in Resource File 7.2.2.5.A. Also, in the same file are copies of work exercises which accompany the presentation. Instructions for completing and submitting the exercise are located on the packet.	7.2.2.5.A Resource File 7.2.2.5.A Directions for obtaining a slide projector and tape player. Slide-tape presentation: "Evaluation in the Prescriptive Process." Work packet containing exercises which accompany the slides and tape.	

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.5 The trainee will be able to evaluate the effectiveness of educational prescriptions utilizing student performance as a criteria for success.

Activity No.	*Evaluation Criteria*
7.2.2.5.A	The trainee has viewed a slide presentation "Evaluation in the Prescriptive Process", after which he was to complete 3 exercises. The trainee has successfully completed this activity if they resemble the following:

Exercise I Similarities and Differences between Formative and Summative Evaluation.

Formative	Summative
Feedback to student and teacher on student progress through a unit	Certification or grading of students at the end of a unit, semester, or course
Location of errors in terms of the structure of a unit so that remedial alternative instruction techniques can be prescribed	
During instruction	At the end of a unit, semester, or year's work.
Cognitive behaviors	Generally cognitive behaviors; depending on subject matter; sometimes psychomotor; occasionally affective behaviors
Specially designed formative instruments	Final or summative examinations.
Specific sample of all related tasks in the hierarchy of the unit	A sample of weighted course objectives
Cannot be specified beforehand	Average difficulty, ranging from 35% to 70%, with some very easy and some very difficult items
Criterion-referenced	Generally norm-referenced but can be criterion-referenced

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

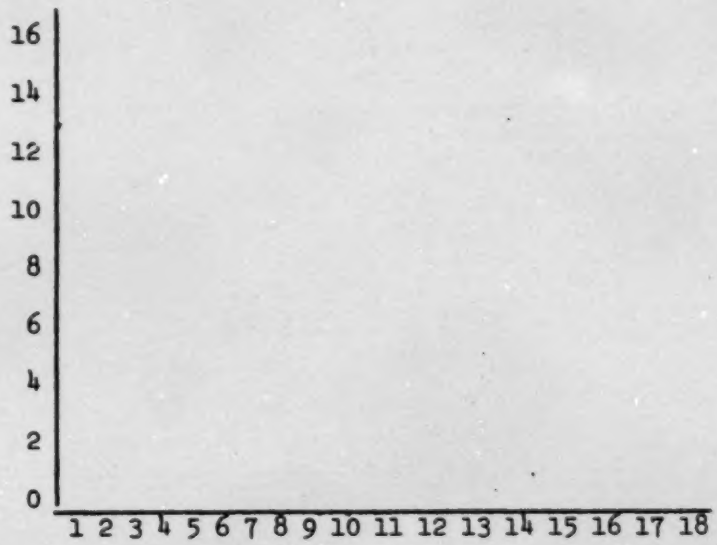
Behavioral Objective: 7.2.2.5 The trainee will be able to evaluate the effectiveness of educational prescriptions utilizing student performance as a criteria for success.

Activity No.	*Evaluation Criteria*	
	Formative	Summative
7.2.2.5.A (cont.)	Individual pattern of pass-fail scores on each task in the hierarchy Exercise II (On graph) Exercise III (On graph) Exercise IV (On graph)	Total score or subscores by objectives

Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.5 The trainee will be able to evaluate the effectiveness of educational prescriptions utilizing student performance as a criteria for success.

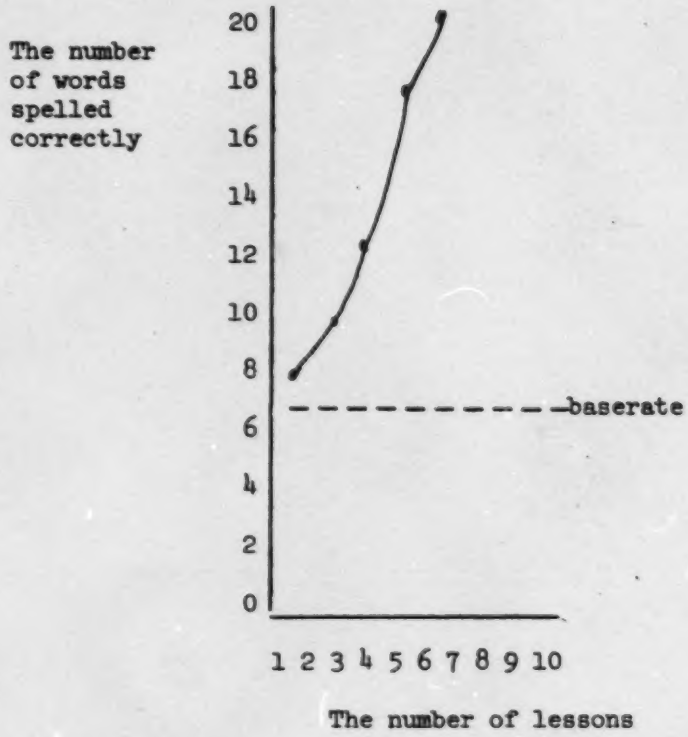
Activity No.	*Evaluation Criteria*
7.2.2.5.A (cont.)	Exercise II



Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.5 The trainee will be able to evaluate the effectiveness of educational prescriptions utilizing student performance as a criteria for success.

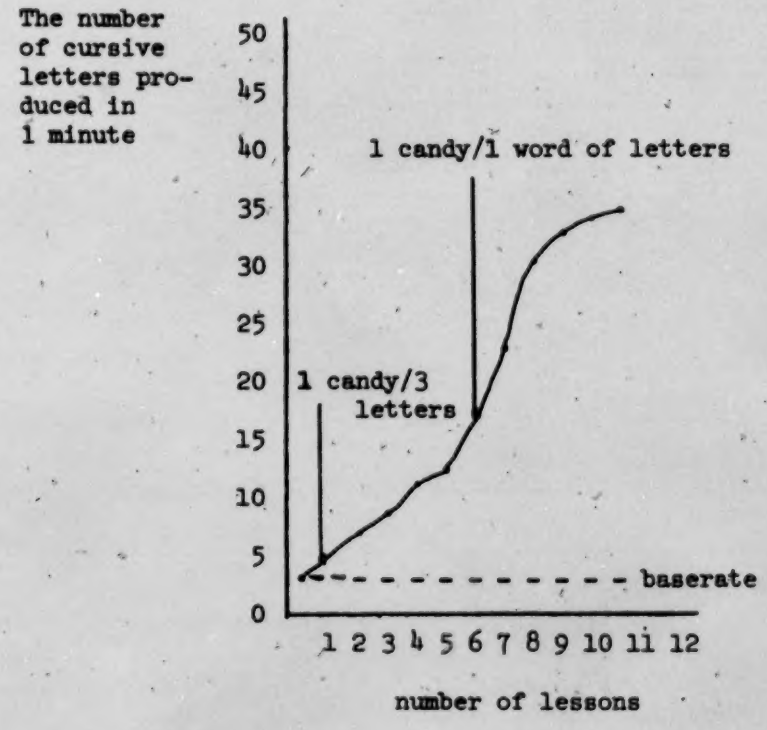
Activity No.	*Evaluation Criteria*
7.2.2.5.A (cont.)	Exercise III



Competency Component: 7.2.2 To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Behavioral Objective: 7.2.2.5 The trainee will be able to evaluate the effectiveness of educational prescriptions utilizing student performance as a criteria for success.

Activity No.	*Evaluation Criteria*
7.2.2.5.A (cont.)	Exercise IV



INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objectives:

7.2.3.1 The trainee will be able to define the meaning and organizational construction of the experience type unit as an approach to instruction. The trainee will be able to identify the components of the conceptual model for writing experience units.

7.2.3.2 The trainee will be able to use given developmental steps as a means of planning a unit and evaluating its potential.

7.2.3.3 The trainee will be able to construct a lesson plan employing a given format.

7.2.3.4 The trainee will be able to develop a year's plan of units using a continuum approach or a core area approach.

7.2.3.5 The trainee will be able to evaluate the effectiveness of a unit.

Competency Component: 7.2.3. To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.1 The trainee will be able to define the meaning and organizational construct of the experience type unit as an approach to instruction. The trainee will be able to identify the components of the conceptual model for writing experience units.

Enabling Activities	*Resources*	*Comments*
7.2.3.1.A Although the unit method to instruction is not a novel approach, it has been receiving increased attention in recent years for several reasons. One, it is an approach equally applicable to all types of learners. Secondly, it is an eclectic approach in that it draws upon a wide range of techniques. Educators planning to incorporate it into their instructional program must become skilled in the method. To be successful and effective, units must be well planned and skillfully delivered. For this reason the activities contained in the following activity will stress a systematic approach to writing units. Because units take many forms, and interpretations vary accordingly, it is necessary to define the term unit. Vimcet #13, "Teaching Units and Lesson Plans", offers definitions for the various kinds of units and suggestions for writing accompanying behavioral objectives. View this filmstrip presentation, answering the questions on the Answer Sheet	7.2.3.1.A Resource File 7.2.3.1.A Answer Sheet, Examination Combination for Vimcet #13, "Teaching Units and Lesson Plans" Vimcet #13, "Teaching Units and Lesson Plans"	

7.2.3.1.A (continued)

supplied in Resource File 7.2.3.1.A. When the presentation is finished flip over the answer sheet and complete the examination. Submit both the answer sheet and the examination as verification for completing this section of the activity.

The above filmstrip provided a broad basis for developing an understanding to units. However, the final definition you will work from for the remainder of this component is more restricted. Here, you will be concerned with an "experience type unit" which is oriented more towards academic skills than dissemination of information. To broaden your understanding of the experience unit, locate and read the following selection:

Meyen, E. L. Developing Units of Instruction: For the Mentally Retarded and Other Children With Learning Problems. Dubuque, Iowa: Wm. C. Brown Company, 1972, pp. 14-20.

From the information presented in the above reading, design an audio cassette with accompanying 3-5 page manual which carefully and completely explains the meaning and organizational construct of life experience units.

Prepare the tape and manual in a manner apprehensible to the teachers who might express an interest in

Behavioral Objective *Continued:*

7.2.3.1.A (continued)

unit teaching as an approach to instruction.

This presentation would then act as a valuable resource to you in the field.

Submit the completed audio cassette and manual to your advisor. He will be looking for these things in your presentation:

(1) clarity
(2) neatness
(3) organization
(4) creativity

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

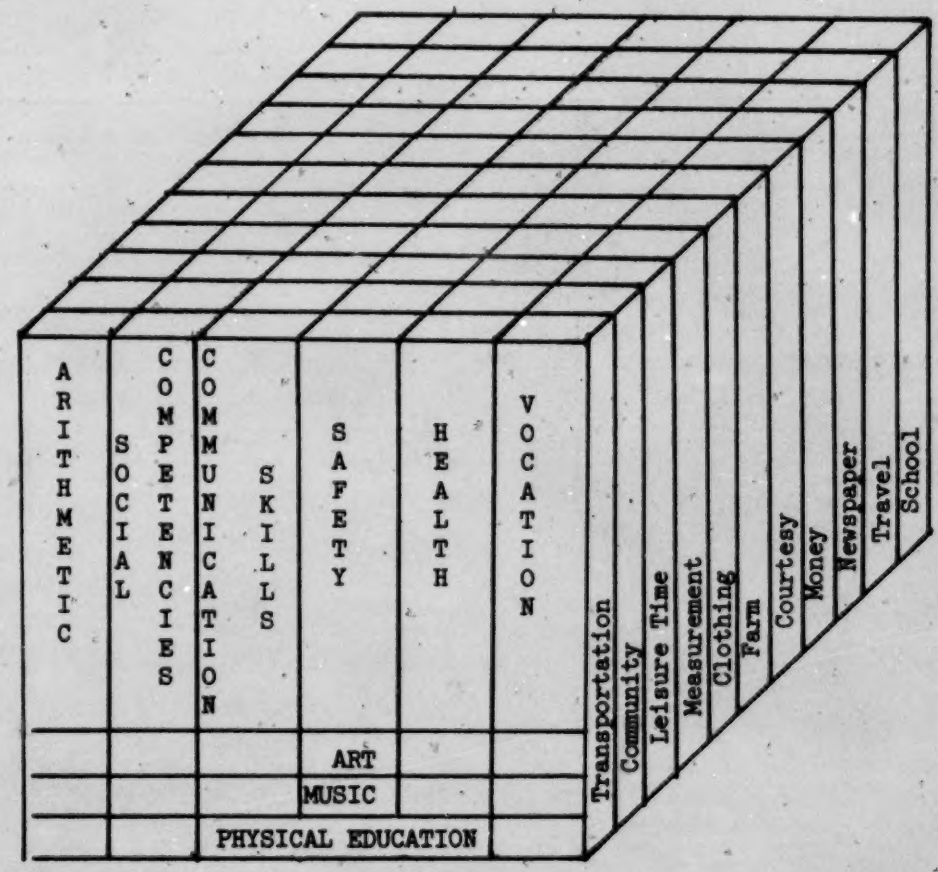
Behavioral Objective: 7.2.3.1 The trainee will be able to define the meaning and organizational construct of the experience type unit as an approach to instruction. The trainee will be able to identify the components of the conceptual model for writing experience units.

Activity No.

7.2.3.1.A

Evaluation Criteria

The trainee has been asked to develop an audio cassette and a 3-5 page manual explaining life experience units and the organizational construct. This presentation is to be based on or derived from the organizational model presented in Developing Units of Instruction: Edward L. Meyen. The model is pictured below.



The total final product is to be judged on

(1) Clarity
(2) Imagination
(3) Neatness
(4) Organization

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.1 The trainee will be able to define the meaning and organizational construct of the experience type unit as an approach to instruction.

Activity No.	*Evaluation Criteria*
7.2.3.1.A (cont.)	The trainee was asked to view VIMCET #13 "Teaching Units and Lesson Plans." He was to submit an answer sheet and an Examination he had completed from the information offered in the filmstrip. The answer sheet should be completely filled in. There is no need to read it as the filmstrip provided the correct answer. The answers for the examination are listed below. The trainee will have successfully completed this section of this activity if his answers match those below.

EXAMINATION ANSWERS

Part I.

1. d
2. c
3. b
4. a

Part II.

1. Precise instructional objectives
2. Pre-test
3. Day by day activities
4. Criterion check
5. Post-test
6. Resources
7. Back-up lessons

Part III.

1. Precise instructional objectives
2. Learner activities
3. Teacher activities
4. Time estimates
5. Assignments--if any

Part IV.

1. a	6. a	11. a
2. b	7. d	12. a
3. a	8. c	13. b
4. a	9. a	
5. c	10. a	

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.2 The trainee will be able to use given developmental steps as a means of planning a unit and evaluating its potential.

Enabling Activities	*Resources*	*Comments*
7.2.3.2.A If experience units are to constitute a major portion of the instructional program, then the teacher must plan the units in detail. While admittedly the task of systematically preparing units is time consuming, it becomes less difficult as unit writing skills are acquired. While the approach described here is not unique it does prescribe two steps. The first is labeled "Preliminary Steps." "Preliminary Steps" are designed to evaluate the potential of a unit and in the process generate a resource of ideas on content, techniques and materials relative to the unit topic. The film, Guidelines for the Development of Life Experience Units, Part I, presents and discusses the preliminary steps in detail. (See Resource File 7.2.3.2.A for location of this film.) While viewing this film take notes outlining the specific preliminary steps. When you have finished the film, Resource File 7.2.3.2.A contains an exercise for you to complete utilizing the information presented in the film. When the exercise is completed, submit it to your advisor	7.2.3.2.A Resource File 7.2.3.2.A Directions for locating film Exercise Film: Guidelines for the Development of Life Experience Units, Part I.	

Behavioral Objective . Continued:

7.2.3.2.A (continued)

as verification for completion of this activity.

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.2 The trainee will be able to use given developmental steps as a means of planning a unit and evaluating its potential.

Activity No.

7.2.3.2.A

Evaluation Criteria

The trainee has been asked to select a unit topic and complete the preliminary steps. The following criterion example is taken from Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems, Edward L. Meyen, pp. 26-33. The completed exercise, the trainee submits, should be developed along the same lines.

EXAMPLE

I. RATIONALE

The Junior High mentally retarded student may be aware of likenesses and differences among people in only a gross sense. Because of his inability to understand and evaluate the similarities and differences he observes, he may develop damaging stereotypes which will further limit his adjustment to his environment. The purpose for including this topic in the instructional program is to help the mentally retarded student recognize the roles of likenesses and differences in his life and in the lives of others.

II. SUB-UNITS

Unit Topic: Likenesses and Differences

A. Art
B. Clothing
C. Cleanliness
D. Heredity
E. Interviewing
F. Occupations
G. Physical Fitness and Recreation
H. Grooming
I. Social Skills
J. Family

III. GENERAL OBJECTIVES

A. To provide the student with a realistic understanding of likenesses and differences among people.

B. To develop the student's ability to appraise the relative importance of differences observed in others.

C. To enhance the student's feelings of self-worth by pointing out advantageous differences they might possess.

D. To help the student understand his own abilities and develop a realistic perspective of himself in society.

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.2 The trainee will be able to use given developmental steps as a means of planning a unit and evaluating its potential.

Activity No.	*Evaluation Criteria*
7.2.3.2.A (cont.)	IV. CORE AREA ACTIVITIES A. Arithmetic Activities 1. Measure height, weight, and length. 2. Compute changes in height and weight from student's own health record. 3. Compare wages of different jobs requiring different skills and personal characteristics. 4. Observe and compare money denominations 5. Compare prices when grocery shopping B. Social Competence Activities 1. Practice asking questions of a resource person. 2. List proper behavior to exhibit on field trip. 3. Role-play by dramatizing behavior desired during a job interview. 4. Form a committe to plan a presentation to be given in front of the class. 5. Develop a checklist to evaluate own behavior and appearance. C. Communicative Activities 1. Retell stories that were used to teach. 2. Use stories for practice of language skills (developing sentences, alphabetizing, spelling, punctuation). 3. Participate in developing and writing experience charts. 4. Use of tape recorded lessons to develop listening. 5. Use of tape recorder by students to evaluate speech. 6. Present puppet shows reflecting understanding of likenesses and differences. 7. Use telephone to request a visit by a resource person. 8. Write letters of thanks to resource persons or hosts for field trips. 9. Read newspapers to find jobs suited to specific types of people.

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.2 The trainee will be able to use given developmental steps as a means of planning a unit and evaluating its potential.

Activity No.	*Evaluation Criteria*
7.2.3.2.A (cont.)	10. Read biographies or magazine articles about famous people who had physical differences yet managed to overcome them or use them to their advantage. Select high interest with low reading level books. D. Health Activities 1. Use a microscope to determine similar and/or different characteristics of small objects. 2. Discover how heredity determines our similarities to our parents. Complete a bulletin board with snapshots of pupil's families and try to match the pupil to his family on the basis of physical similarities. 3. Show how nutrition affects our appearance and causes apparent differences (acne). 4. Discover how good grooming minimizes unwanted differences. 5. Read newspaper and magazine articles that explain the effects of some diseases (German measles, mumps) and stress the importances of immunization to prevent unwanted differences in babies. 6. Read newspaper articles about transplants of human organs. 7. Feed two rats on different diets and record physical differences that develop in appearance, disposition, weight, etc. E. Safety Activities 1. Develop a bulletin board based on safety during field trips. 2. Develop bus safety rules for students. 3. Discuss pedestrian safety practices to employ on field trip. 4. Read pamphlets and books relating to home accidents. F. Vocational Activities (The formation of attitudes conducive to realistic employment goals underlies much of this unit) 1. Study want ads to determine how differences apply to job seeking.

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.2 The trainee will be able to use given developmental steps as a means of planning a unit and evaluating its potential.

Activity No.	*Evaluation Criteria*
7.2.3.2.A (cont.)	2. Have a resource person from the Employment Security Commission discuss the opportunities for people with individual differences. 3. Arrange a field trip to a business that hires handicapped people to see how they perform their jobs. (Do not discuss the people until after the trip.) 4. Visit the Goodwill Industries or a job training school to discover avenues of employment. V. RESOURCE MATERIALS A. Books for Pupils Amram, S. Why You Are You. New York: Abelard-Schuman, 1959 (child and teacher resource). Benedict, R. and Gelfish, G. In Henry's Backyard, the Races of Mankind. Henry Schuman, Inc. Also film: Brotherhood of Man (animated and in color). Cohen, Robert and Heymoniken, The Color of Man. New York: Random House, 1968. Schenk, G., History of Man. Basic Science Series, 1961. B. Other Resources 1. Newspaper want ads 2. Driver's license forms 3. Magazine and catalog pictures 4. Cameras and color films 5. Resource persons a. police artist to demonstrate the method of developing a composite sketch b. employment office personnel 6. Trips by class members a. police station where you may have to go to see the composite sketches b. store or business with a handicapped worker 7. Art supplies: butcher paper, colors or paints 8. Film and filmstrip projector 9. Microscope

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.2 The trainee will be able to use given developmental steps as a means of planning a unit and evaluating its potential.

Activity No.	*Evaluation Criteria*
7.2.3.2.A (cont.)	10. Overhead projector and transparencies 11. Assorted objects for comparison (leaves, snowflakes, etc.)

EXAMPLE

VI. VOCABULARY WORDS

abilities	features	shape
advertise	heaviest	shortest
alike	lightest	silhouette
color	likenesses	size
differences	prove	tallest
employers		traits
expression		transplant

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.3 The trainee will be able to construct a lesson plan employing a given format.

Enabling Activities	*Resources*	*Comments*
7.2.3.3.A The second step in the development of units, is preparing lesson plans. The approach which will be proposed here for developing units places a great deal of emphasis on the design of lessons. The film, Guidelines for the Development of Experience Units, Part II, suggests and discusses a format and steps for developing lesson plans. (See Resource File 7.2.3.3.A for the location of the film.) While viewing this film take notes outlining the specific steps presented for preparing lesson plans. When you have finished the film, Resource File 7.2.3.3.A contains an exercise for you to complete utilizing the information presented in the film. When the exercise is complete submit it to your advisor as verification for completion of this activity.	7.2.3.3.A Resource File 7.2.3.3.A Directions for locating the film Guidelines for the Development of Experience Units, Part II. Exercise for preparing lesson plans Film: Guidelines for the Development of Experience Units, Part II.	

Competency Component: 7.2.3. To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.3 The trainee will be able to construct a lesson plan employing a given format.

Activity No.
7.2.3.3.A

Evaluation Criteria

The trainee has been asked to develop a lesson using a given lesson plan format. The lesson is to represent selected content from the preliminary steps completed in the preceding activity (7.2.3.2.A). The following criterion sample is taken from Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems, Edward L. Meyen, p. 43. The completed exercise, submitted by the trainee, should be developed along similar lines.

SCOPE OF LESSON: 1. To establish the concepts of likenesses and differences by comparing a variety of everyday objects.

COLUMN I INSTRUCTIONAL OBJECTIVES	COLUMN II ACTIVITIES	COLUMN III RESOURCE MATERIALS	COLUMN IV EXPERIENCE CHART
1. To be able to compare two or more objects provided by the teacher and: a. Identify at least two similarities. b. Identify at least two differences.	1. Initiate student's thinking by making a statement such as: "All these leaves came from the same tree, therefore, they are all exactly the same." Allow discussion and ask for proof of differing opinions. 2. As a group, quantify the likenesses and differences: (a) Compare color. (b) Trace two leaves on separate transparency sheets and place one over the other to compare shape (or trace around two leaves on blackboard with different colors of chalk (c) Use ruler to measure length and width.	Objects for comparison: 1. Leaves from the same tree. 2. Snowflakes 3. Printed letters from the same newspaper. 4. Two hairs from one person's head. 5. Seeds from the same apple or two peach pits. 6. Flowers of the same kind. 7. Two stones or gems.	Today we studied ways in which things are the same and different. We had to compare many things. The characteristics or traits we looked for were color, size, shape, length, width, and weight. Since our eyes did not always tell us correctly, likenesses and differences, we had to be careful and prove them.

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.3 The trainee will be able to construct a lesson plan employing a given format.

Activity No.	*Evaluation Criteria*			
	COLUMN I (continued)	COLUMN II (continued)	COLUMN III (continued)	COLUMN IV (continued)
7.2.3.3.A (cont.)	c. Verbally state the trait compared (i.e. color size, weight).	3. Formulate statements about the two leaves in the form the pupils will be expected to use in their activities (4). "The leaves are the same color (green). They have the same number points (5). They are different in shape and size." 4. Have the students form committees or groups to study the objects listed under resources. Each group is to use the necessary equipment to prove the likenesses and differences of the leaves and to formulate a summary sentence listing two likenesses and two differences. 5. After the reports, conclude by writing an experience chart of general finding. 6. Vocabulary: color, shape, size, compare, characteristics, traits, prove, likenesses, differences	8. Two coins of same denomination Overhead projector Transparencies Chalk Tape measure Ruler Microscope Scale or balance	

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.4 The trainee will be able to develop a year's plan of units using a continuum approach or a core area approach.

Enabling Activities	*Resources*	*Comments*
7.2.3.4.A Few teachers limit the number of units they teach to one or two a year. Usually several units covering a number of subjects will be planned. Combined, these units may represent a major portion of the year's instruction. Therefore, the selection of topics and the sequence in which they are presented is a crucial decision deserving careful thought. Chapter 6 in Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems by Edward L. Meyen, presents some guidelines for making these types of decisions. Locate the book in Resource File 7.2.3.4.A; read Pp. 118-139. Then do exercises 3 and 4 on p. 141. Submit the final product to your advisor. Be sure the text is returned to the appropriate resource file.	7.2.3.4.A Resource File 7.2.3.4.A	

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.4 The trainee will be able to develop a year's plan of units using a continum approach or a core area approach.

Activity No.	*Evaluation Criteria*
7.2.3.4.A	The trainee has been asked to complete two exercises from Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems by Edward L. Meyen. The first exercise called for the development of a year's plan of work using the continuum approach. It should be apparent that they have included these steps in their final product: (1) Identified the units they plan to teach during a year. (2) Briefly outlined the content of each unit. (3) Determined core area emphasis. (4) Organized the topics in a logical order. (5) Described a transition activity. The second exercise called for the development of a year's plan of work using the core area approach. The final product should reflect the following steps: (1) Identified the units they plan to teach during the year. (2) Briefly outlined the content of each unit. (3) Organized topics according to core areas. (4) Placed the unit topics within each core area in a logical order.

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.5 The trainee will be able to evaluate the effectiveness of a unit.

Enabling Activities	*Resources*	*Comments*
7.2.3.5.A If teachers are to improve instruction, then evaluation is essential. For the most part there are no standardized tests to cover content typically contained in units. However, skill inventories can be developed by teachers for evaluating their instructional program. Chapter 7 in Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems, by Edward L. Meyen, presents inventory techniques which build on the use of criterion reference evaluation techniques. Locate the book in Resource File 7.2.3.4.A, read chapter 6, pp. 143-175. Then do exercises 5 and 6. The forms are provided for you in Resource File 7.2.3.5.A. When the exercises are completed submit them to your advisor. All of the exercises completed in the component, if compiled, would make an excellent resource for you to share with teachers.		

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.5 The trainee will be able to evaluate the effectiveness of a unit

Activity No.

7.2.3.5.A

Evaluation Criteria

The trainee has been asked to complete two exercises from Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems by Edward L. Meyen.

The first exercise called for the development of a Unit Evaluation Inventory. The following example is taken from the above mentioned text, page 159. The trainee's final product should resemble this:

Core Area: Arithmetic

Name: Johnny

Unit Source	Instructional Objectives	Has Competence	Has Limited Competence	Has No Competence	Comment
3	Given the wage per hour and number of hours to be worked per week is able to estimate his income.				
3	Is able to set up a budget which takes into account his income and needed expenditures.				
3	Is able to fill out the necessary forms for establishing a checking account.				
3	Is able to write a check correctly and fill out the check stub accurately.				
1	Given a road map, can determine distance between major cities.				
1	Can identify map symbols and explain their meaning.				
1	Can determine distance between cities on a map and estimate the travel time by car.				

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.5 The trainee will be able to evaluate the effectiveness of a unit.

Activity No.

7.2.3.5.A (cont.)

Evaluation Criteria

Unit Source	Instructional Objectives	Has Competence	Has Limited Competence	Has No Competence	Comments
6	Given sales price and regular price on an item can calculate amount saved.				
6	Is able to compute the sales tax on items costing up to $1,000.00.				
6	Can compute the money to be saved by buying items in quantity.				
8	Is able to accurately change 25%, 50%, and 75% to decimals.				

The second exercise called for the development of a Comprehensive Skills Inventory. The following example is also taken from the above mentioned text, page 170. The trainee's final product should be developed along the same lines.

Name: _____

Area: Language Arts

Level: 6-10 C.A.

	Rating: Has Competence	Rating: Has Limited Competence	Rating: Has No Competence	Source: Unit Instruction	Source: Other Methods	Comment
Verbal expression						
Expresses self clearly						
Uses complete sentences						
Spontaneously participating in discussion						
Expresses ideas in sequence						
Can verbally describe events						

Competency Component: 7.2.3 To assist the trainee in becoming skilled in developing an instructional program based on units.

Behavioral Objective: 7.2.3.5 The trainee will be able to evaluate the effectiveness of a unit.

Activity No.	*Evaluation Criteria*	Rating: Has Competence	Rating: Has Limited Competence	Rating: Has No Competence	Source: Unit Instruction	Source: Other Methods	Comment
7.2.3.5.A (cont.)							
	Writing						
	Knows purpose for writing						
	Reads manuscript writing						
	Writes capital and lower case letters legibly						
	Writes a simple sentence						
	Writes short stories						
	Records in written form words from dictionary						
	Shows interest in cursive writing						
	Writes labels for pictures and things						
	Writes own name and address from memory						
	Punctuation						
	Uses period and question mark correctly						
	Can determine the need for for a paragraph						
	Capitalizes appropriate words						
	Uses common abbreviation. e.g., Mr., Mrs., St., and states						
	Listening						
	Identifies common sounds						
	Identifies rhyming words						
	Can differentiate pitch						
	Follows directions						
	Attends to the speaker						
	Spelling						
	Spells personal words like name, community, days of week, etc.						
	Spells most words needed for writing						
	Identifies misspelled words at his reading level						

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Behavioral Objectives:

7.2.4.1 The trainee will be able to define the inductive technique as an approach to instruction.

7.2.4.2 The trainee will be able to develop a hierarchy of questions around one topic.

7.2.4.3 The trainee will be able to employ inductive teaching techniques in classroom instruction through teaching a sequence of skills.

Competency Component: 7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Behavioral Objective: 7.2.4.1 The trainee will be able to define the inductive techniques as an approach to instruction.

Enabling Activities	*Resources*	*Comments*
7.2.4.1.A One of the primary goals of educators concerned with special education is helping students to develop independent reasoning ability. The inductive teaching method is related to independent thinking, in that, it encourages students to use basic data provided in the curriculum to make decisions independent of outside guidance. As an introduction to inductive teaching (as compared to rote teaching) view the film "Inductive Teaching", by the Special Education Curriculum Center in Iowa City, Iowa. Instructions for locating the film and a projector are in Resource File 7.2.4.1.A. When you have finished viewing the film (you may want to watch it twice) prepare a 2-3 page handout describing the Inductive Teaching Method as an approach to instruction. Secondly, in the same handout, devise some method of comparing Inductive Teaching with Rote Teaching.	7.2.4.1.A Resource File 7.2.4.1.A Instructions for locating the film and projector	

7.2.4.1.A (continued)

This handout is to be prepared with the purpose of sharing it with teachers and students in mind. It should answer the question "What is Inductive Teaching and how does it differ from Rote Teaching?"

The final product is to submitted to your advisor. He will be evaluating it on thoroughness, clarity, and originality of approach.

Competency Component: 7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Behavioral Objective: 7.2.4.1 The trainee will be able to define the inductive technique as an approach to instruction.

Activity No.	*Evaluation Criteria*
7.2.4.1.A	After viewing the film "Inductive Teaching", the trainee was asked to prepare a 2-3 page handout describing Inductive Teaching and comparing it to rote teaching. The handout was to be developed with the purpose of sharing it with students and teachers in mind. The final product should be evaluated on thoroughness, clarity, and originality of approach. The first section describing inductive teaching as an approach to instruction should contain sections on the following. 1. a definition 2. 4 characteristics of Inductive Teaching a. problem solving b. structure c. feedback d. consistency 3. a hierarchy of inductive oriented subjects 4. a discussion of structuring questions for information building. The second section, which compares inductive teaching with rote teaching, should develop along the lines of the example on the second page of this criteria.

Competency Component: 7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Behavioral Objective: 7.2.4.1 The trainee will be able to define the inductive technique as an approach to instruction.

Activity No.	*Evaluation Criteria*
7.2.4.1.A (continued)	A Comparison of Inductive and Rote Teaching Methods

The Inductive Method

Teacher	Student
1. Creates problem solving situations by asking questions requiring reasoning.	
2. Selection of cues relevant to problem and appropriate to child's level.	Correct solution to problem.
3a. Positive reinforcement.	or
3b. Negative reinforcement. Request for evaluation of response. Request for re-response.	Incorrect solution to problem.
4a. Positive reinforcement.	Correct solution to problem.
4b. Teacher evaluates strength of child's response and cues provided and restructures situation accordingly.	or Incorrect solution to problem.

Competency Component: 7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Behavioral Objective: 7.2.4.1 The trainee will be able to define the inductive technique as an approach to instruction.

Activity No.	*Evaluation Criteria*	
7.2.4.1.A (continued)	**The Rote Method**	
	Teacher	**Student**
	1. Creates rote learning situation by asking questions requiring memory.	
	2. No special attention to relevance or appropriateness cues.	Correct rote response
	3a. Positive reinforcement.	or
	3b. Negative reinforcement. Provides correct answer.	Incorrect rote response.

Competency Component: 7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Behavioral Objective: 7.2.4.2 The trainee will be able to develop a hierarchy of questions around one topic.

Enabling Activities	*Resources*	*Comments*
7.2.4.2.A All teachers use questions in their instructional programs. Unfortunately, most ask questions which require only factual reiteration. The object of the activity described below is to propose an approach which through systematic utilization will require students to use ideas, rather than memorize them, and subsequently facilitate the inductive teaching method. There was a hierarchy of questions designed for information building described in the film "Inductive Teaching" which accompanied the previous activity. In the event that you have forgotten or didn't record the components, a brief listing of them is stored in Resource File 7.2.4.2.A. In addition, pages 1-18 in the book Classroom Questions by Norris M. Sanders provides a more thorough basis for question design. It presents a hierarchy founded on B.S. Bloom's Taxonomy of Educational Objectives. (If you want further information on any of the categories suggested in Bloom, there is a chapter on each in the remainder of the	7.2.4.2.A Resource File 7.2.4.2.A A copy of Steps for Information Building in Inductive Teaching.	

7.2.4.2.A (continued)

book Classroom Questions.) Although these two sources use different terminology the message is the same. That is, developing questions which require the student to do more than remember.

Once you have finished the above reading, select from a magazine a color glossy photograph which would be appropriate for a language arts lesson with students in a primary level classroom. Then, after deciding on either the hierarchy of questioning suggested in Classroom Questions or that suggested in the film "Inductive Teaching," develop five questions for each level as they would relate to that picture.

The finished questions should be submitted in the following form to your advisor:

1. The selected picture, neatly trimmed on the first page.
2. On the second page a description of the questioning hierarchy you chose and why.
3. On subsequent pages place a category descriptor and five sample questions for each.

Competency Component: 7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Behavioral Objective: 7.2.4.2 The trainee will be able to develop a hierarchy of questions around one topic.

Activity No.	*Evaluation Criteria*
7.2.4.2.A	After reviewing 2 models for developing questions for inductive teaching, the trainee was asked to select from a magazine a color, glossy photograph which would be appropriate for a language arts lesson in a primary level classroom. The trainee was to then select one model from the 2 suggested to utilize in developing 5 questions for each level of questioning as it relates to the picture. If the trainee chooses the model suggested in the film, "Inductive Teaching," the following levels should be indicated in the finished questions: 1. Labeling 2. Detailing 3. Infer 4. Predict 5. Generalize If the trainee chooses the model presented in Norris Sander's Classroom Questions for structuring inductive questions the following levels should be reflected: 1. Memory 2. Translation 3. Interpretation 4. Application 5. Analysis 6. Synthesis 7. Evaluation Finally, regardless of the model chosen, evaluate the questions separately on appropriateness for the level they were to exemplify, clarity to young students, and how closely they relate to the chosen picture. The final product submitted should consist of these things: the selected picture, neatly trimmed on the first page; a description of the chosen questioning hierarchy and reasons for the choice; and lastly, on subsequent pages, each category descriptor and the 5 sample questions.

Competency Component: 7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Behavioral Objective: 7.2.4.3 The trainee will be able to employ inductive teaching techniques in classroom instruction through teaching a sequence of skills.

Enabling Activities	*Resources*	*Comments*
7.2.4.3.A Thus far you have become acquainted with Inductive Teaching, a definition, a rationale and two models for structuring inductive questions. You have also practiced developing questions for yourself about a selected photo utilizing these same guidelines. However, there is one step which out of necessity has been omitted up to this point. That is feedback. With Inductive Teaching, a student's correct response is immediately rewarded or reinforced. If a student responds incorrectly, the teacher signals the student to re-evaluate his response. If a student persists in giving incorrect responses the teacher will reevaluate the situation to determine if the student has an adequate informational repertoire to respond correctly or if the cues were inappropriate. Then the teacher restructures the learning situation accordingly. Thus, the teacher is teaching and testing simultaneously. It is the purpose of this final activity to give you practice in developing and maintaining appropriate feedback. As it is impossible		

7.2.4.3.A (continued)

to second guess the nature of individual student responses, you will once again need to make arrangements to go into a classroom. Again, meet with the administrator to explain your purpose and obtain permission. Once permission is granted and the name of a cooperating teacher secured, meet with this teacher. After explaining your purpose, review the existing curriculum to determine a specific topic you could teach via inductive methods. Be very specific in your selection. Once the topic is selected, make arrangements for a time period in which you could present the topic. Then it is your task to prepare the lesson, gather the materials and develop good questions on all levels of the taxonomy suggested in the previous exercise. Be ready with alternative approaches, as student responses are difficult to accurately predict.

Finally, when the day to present the lesson arrives, obtain a tape recorder or cassette recorder and tape the entire lesson.

This tape plus the written plan you devise for presenting the lesson is to be submitted to your advisor. Include, also, in the written report any modifications you would make if you were to make this presentation a second time.

Competency Component: 7.2.4 To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Behavioral Objective: 7.2.4.3 The trainee will be able to employ inductive teaching techniques in classroom instruction through teaching a sequence of skills.

Activity No.	*Evaluation Criteria*
7.2.4.3.A	For this activity the trainee was asked to make arrangements, through a school administrator, to work with a co-operating teacher in using her classroom to present one lesson using inductive methodologies. Jointly, the cooperating teacher and the trainee were to choose a very specific topic relevant to the existing curriculum to present via inductive techniques. The trainee was to make all the necessary arrangements, gather any needed materials and develop good questions representative of all the levels of the questioning taxonomy presented in the previous exercise. Finally, the trainee was to tape, either on cassette or reel to reel, the entire lesson. This tape plus a written plan for delivering the lesson, will be submitted to you as verification of completion of this activity. Also, included in the written report, should be any modification suggestions if the trainee were to present the lesson again. If after listening to the tape it is felt the trainee still needs additional practice with the inductive technique, have the trainee schedule himself to present the modified exercise to another group of students.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objectives:

7.2.5.1 The trainee will be able to define contracting as an approach to instruction.

7.2.5.2 The trainee will be able to obtain, prepare and organize diagnostic, prescriptive, and task materials to facilitate the contracting approach to instruction.

7.2.5.3 The trainee will be able to organize a classroom and classroom procedures to facilitate the contracting approach to instruction.

7.2.5.4 The trainee will be able to apply the contracting approach to instruction in classroom situations.

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.1 The trainee will be able to define contracting as an approach to instruction.

Enabling Activities	*Resources*	*Comments*
7.2.5.1.A For some time it has been in vogue among the educational circles to attribute school failure to low I.Q., lack of motivation, emotional difficulties, disadvantaged home life, etc. Current research is suggesting that school failures can be overcome by better instructional methodologies and the use of positive reinforcement. One approach to the systematic application of reinforcement principles to facilitate learning is contingency contracting. The basic assumption of the approach is elementary: arrange instruction so that the student gets to do something he wants to do if he does something you want him to do. As an orientation to this approach, view the filmstrip, "Introduction to Contract Teaching" found in Resource File 7.2.5.1.A Remember this filmstrip is not designed to equip you to implement contingency contracting methodologies in the classroom, but rather to provide an introductory foundation on which to build subsequent activities.	7.2.5.1.A Resource File 7.2.5.1.A (a) Filmstrip: "Introduction to Contact Teaching." (b) Copies of self-diagnostic criterion test on contracting teaching. (c) Instructions for obtaining a filmstrip projector.	7.2.5.1.A The information presented in the filmstrip was adopted from the first half of How to Use Contingency Contracting in the Classroom by Lloyd Hoome. It is available in the library and from the staff if you wish to pursue the information presented in greater depth.

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.1 The trainee will be able to define contracting as an approach to instruction.

Activity No.	*Evaluation Criteria*
7.2.5.1.A	After the trainee views the filmstrip "Introduction to Contract Teaching," he will take a self-diagnostic criterion test. To have successfully completed this activity, all the answers on the test must be correct. The correct answers are recorded below: 1. (a) offers a reward, pending successful completion of a specified exercise. 2. (a) negative contingency 3. (a) positive contingency 4. (b) obtaining a reward 5. (1) a criteria must be highly desirable. (2) it must not be obtainable outside the conditions of the contract. 6. (a) reward immediately (b) call for and reward small approximations (c) reward frequently with small amounts (d) call for and reward accomplishment not obedience (e) reward performance after it occurs (f) be fair (g) be clear (h) be honest (i) be positive (j) as a method should be used systematically 7. (a) performance 8. (b) approximations 9. (a) immediately after the performance has occurred

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.2 The trainee will be able to obtain, prepare and organize diagnostic, prescriptive and task materials to facilitate the contracting approach to instruction.

Enabling Activities	*Resources*	*Comments*
7.2.5.2.A In the previous activity you learned the principles of contingency contracting. The next step involved in implementing the contract approach to instruction is preparation of materials. A tape and transparency with overlays has been prepared to present these procedures to you. The method presented is adopted from Contingency Contracting in the Classroom by Lloyd Homme. When you have completed the presentation there is a self-diagnostic criterion test in Resource File 7.2.5.2.A for you to complete. Review any parts of the presentation necessary to complete the test. Total acquisition of the information presented in each activity is essential to a total understanding of contract teaching. When the test is completed submit it to your advisor as verification that this activity was completed.	7.2.5.2.A Resource File 7.2.5.2.A Transparency with overlays: Preparation of task and Diagnostic Materials. Tape to accompany transparency. Self-diagnostic criterion test.	

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.2 The trainee will be able to obtain, prepare and organize diagnostic, prescriptive and task materials to facilitate the contracting approach to instruction.

Activity No.	*Evaluation Criteria*
7.2.5.2.A	The trainee has completed a self-diagnostic criterion test after viewing a transparency-tape presentation. The trainee will have successfully completed this activity if his answers correspond 100% with those below: 1. (b) what the student will be able to do when the teacher is done 2. (a) Observe the student's progress and be assured that he is acquiring the knowledge and skills specified. (b) Identify and/or prepare diagnostic test items. 3. (a) Identify and describe the subject area. (b) Break down the subject into daily task units. (c) Collect materials for subject areas. (d) Divide materials into daily tasks. 4. (b) writing lesson plans 5. (b) Write more shorter tasks. 6. (a) prescriptive (b) progress 7. (a) to offer the teacher a foundation for making placement decisions (b) Ascertain the quality of material. 8. (b) after completion of an assignment 9. (a) Preface an individual contract.

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.3 The trainee will be able to organize a classroom and classroom procedures to facilitate the contracting approach to instruction.

Enabling Activities	*Resources*	*Comments*
7.2.5.3.A Thus far you have explored the fundamental principles involved in contingency contracting and studied a proposed schemata for materials preparation. The acquisistion of this information is basic to the next step; the organization of the classroom and classroom procedures. In a contingency managed classroom, efficient and effective organization is essential. Areas of concern when organizing a contingency based classroom are planning a classroom layout, selecting reinforcing events, and orienting and managing students. Due to the number of steps and the complexity of the information, a workbook, located in Resource File 7.2.5.3.A, has been planned to guide acquisition of these new skills. The workbook is in itself an activity and contains in it numerous component activities. The component activities are arranged sequentially to simulate the actual steps you would encounter in the task of organizing a contingency managed	7.2.5.3.A Resource File 7.2.5.3.A - Workbook: Organizing a contingency contract based classroom.	

7.2.5.3.A (continued)

classroom. Each activity is designed to build on the previous one and to provide a basis for the succeeding one.

When the entire workbook has been completed submit it to your advisor.

As in the previous activities concerned with contract teaching, the information presented in the workbook was adopted from Contingency Contracting in the Classroom by Lloyd Homme.

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.3 The trainee will be able to organize a classroom and classroom procedures to facilitate the contracting approach to instruction.

Activity No.

7.2.5.3.A

Evaluation Criteria

For this activity the trainee was asked to work through a manual, Organizing a Contingency Contract Based Classroom. The manual contained numerous progress checks and five major exercises. The trainee will have successfully completed this activity if his answers to the progress checks correspond exactly with these listed here, and if his projects follow the guidelines specified for each.

Answers

p._____ 2 Progress Check
1. b
2. b
3. a. in a separate room from the classroom
   b. in the classroom, in a separate area.

p._____ 3 Progress Check
1. a
2. a. subject
   b. diagnostic levels
3. d
4. a. bookcases
   b. experience charts
   c. cabinets

Activity I Criteria p._____

The sample room layout should be drawn in pencil. Look for neatness, originality, completeness, specification of RE and task areas, major room furniture and areas for material storage.

p._____ Progress Check
1. a
2. accept any feasible suggestions for reinforcing events
3. a

p._____ Progress Check
1. a. written
   b. pictured
2. pictured
3. b

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.3 The trainee will be able to organize a classroom and classroom procedures to facilitate the contracting approach to instruction.

Activity No.	*Evaluation Criteria*
7.2.5.3.A (cont.)	Activity II Criteria p._____ Accept all suggestions for reinforcing events which are plausible. Look for originality and imagination. If too many of the suggestions correspond with the sample menus in the manual, suggest the trainee brainstorm others. The second part of this activity required the trainee to construct a menu. He was to specify the type of student for whom it was designed. Look for the following things in the menu: a) appropriateness for specified student, b) size (at least 12" x 15") c) neatness, d) originality. p._____Progress Check 1. a 2. b p._____ Progress Check 1. a. sign in/out sheets b. time devices c. predetermined designated times e. peer pressure 2. b p._____ Progress Check 1. a 2. a. using a student as a model to the class b. individually 3. a. introduce the RE area and the RE's b. introduce the menu c. introduce signal for going to menu (successful completion of the task d. introduce a task, take a progress check, engage in SE Activity III Criteria p._____ The trainee taped dialogue appropriate for orienting students to a contingency based approach. Listen to these things on the tape: a. clearness b. length of sentence c. appropriate vocabulary d. sequence e. pace f. review

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.3 The trainee will be able to organize a classroom and classroom procedures to facilitate the contracting approach to instruction.

Activity No.	*Evaluation Criteria*
7.2.5.3.A (cont.)	p._____ Progress Check 1. b 2. contracts 3. the previous tracker p._____ Progress Check 1. a. strengths b. weaknesses 2. inconsistencies 3. a p._____ Progress Check 1. recorded 2. a. scores b. strengths and weaknesses c. both 3. reinforcement p._____ Progress Check 1. b 2. size 3. a. daily b. by unit of instruction 4. a Activity IV Criteria p._____ The trainee was to complete this student record sheet according to the information she had acquired in this section and from a diagnostic test on the previous page. The record sheet should contain these things. a. student's name-Larry Morris b. date: 4-24-74 c. Name of test-Teacher-Made-(Subtraction) d. scores from the test e. a behaviorally stated educational objective dialogue with subtraction and borrowing. f. specific task suggestions for 3 days.

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.3 The trainee will be able to organize a classroom and classroom procedures to facilitate the contracting approach to instruction.

Activity No.
7.2.5.3.A
(cont.)

Evaluation Criteria

p._____ Progress Check
1. nonpreferred, reinforcing event
2. b

p._____ Progress Check
1. a. the student should know precisely what the terms of the contract are.
   b. the teacher and student should agree that the task and subsequent RE are fair.

p._____ Progress Check
1. a
2. a

Activity V Criteria pp. _____

The trainee was to devise two contracts, one for a gifted 10 year old student, and one for a 6 year old T.M.R. student. Look for these things in the finished product:

a. applicability for designated student
b. neatness
c. completeness
d. originality

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.4 The trainee will be able to apply the contracting approach to instruction in classroom situations.

Enabling Activities	*Resources*	*Comments*
7.2.5.4.A Often, even after spending many hours studying an instructional approach as contingency contracting, unanticipated questions will arise when the actual implementation begins. This is inevitable as all students and teachers perceive and react to instructional innovations differently. Therefore, it is to your advantage as a curriculum consultant to be cognizant of several situations in which this approach has been successfully initiated. The following activity is designed to impart this information. Lincoln School, in St. Louis County Special District has successfully inplemented the contingency approach to instruction. In Resource File 7.2.5.4.A are instructions for obtaining a video tape of the school narrated by its administrator, Brian Bender. View the tape carefully and then prepare a brief outline of the information he presents. (If the tape is still unavailable, contact Mr. Bender through Dr. John Kidd, St. Louis Special District, St. Louis, Missouri,	7.2.5.4.A Resource File 7.2.5.4.A Instructions for obtaining the Lincoln School Video Tape	

Behavioral Objective *Continued:*

7.2.5.4.A (continued)

to arrange to visit the school and Mr. Bender in person.)

Secondly, to gain further insight into the possible applications of contingency contracting, locate, read and abstract two articles concerned with the actual implementation of the approach.

Competency Component: 7.2.5 To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Behavioral Objective: 7.2.5.4 The trainee will be able to apply the contracting approach to instruction in classroom situations.

Activity No.	*Evaluation Criteria*
7.2.5.4.A	The trainee had several options for responding to this activity: one, he could view a videotape, narrated by Brian Bender of Lincoln School in St. Louis Special School District. The tape discusses and illustrates the actual implementation of the contracting as an instructional approach. In the event the tape was available, and this option was selected by the trainee, he was to submit a brief outline of the information presented in the videotape. Secondly, the trainee could visit the school and prepare a brief description of the visitation. Finally, the trainee had the third option of selecting and writing a brief resume of articles, which deal with instructional contracting. Regardless of the option selected for satisfying this objective, each written product should reflect a consideration and understanding of the following: 1. Problems which occurred with the approach and solutions implemented to resolve them. 2. Descriptions of actual mechanisms employed to facilitate ongoing operation of the approach. In all cases brevity is encouraged.

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 7.0 Developing / Instruction

Competency 7.3 A curriculum consultant should be capable of developing classroom management techniques.

March 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123142

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Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 7: Developing / Instruction

MODULE ELEMENT SCOPE:

This module element was designed to provide you with the skills necessary to discuss and implement various classroom management techniques. Seven different management methodologies are presented. They include: questioning, grouping, reinforcement, interest centers, discipline, space utilization, and scheduling. The activities incorporate many differing experiences involving field work, individual research, simulations, and media. It is the goal of each activity to provide references, experiences, and guidelines which will facilitate the development and implementation of effective classroom management techniques.

MODULE ELEMENT SPECIFICATIONS:

Competency 7.3: A curriculum consultant should be capable of developing classroom management technique.

Competency Components:

7.3.1 To assist the trainee in becoming skilled in questioning as a classroom management technique.

7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

7.3.3 To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

7.3.4 To assist the trainee in becoming skilled developing interest centers as a classroom management technique.

7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

7.3.6 To assist the trainee in becoming skilled in utilization of space as a classroom management technique.

7.3.7 To assist the trainee in becoming skilled in ordering time segments as a classroom management technique.

Conference Record

Trainee's Name _____

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Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross Reference
			7.3.1.1 The trainee will be able to describe questioning as a classroom management technique.	
			7.3.1.2 The trainee will be able to suggest and employ different questioning strategies to accomplish specific purposes (i.e., developing insight in self and others; obtaining information, reconstruction of events, etc.) given a set of simulated pupil and class data.	
			7.3.2.1 The trainee will be able to describe and differentiate between different levels of grouping (i.e., within school systems, within schools, within classrooms).	
			7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e., motivation, pupil-teacher interaction, etc.).	
			7.3.2.3 The trainee will be able to select and apply grouping techniques as an approach to classroom management.	
			7.3.3.1 The trainee will be able to discuss the basic concepts and definitions of reinforcement techniques.	
			7.3.3.2 The trainee will be able to observe and record behavior. 7.3.3.3 Omitted.	
			7.3.3.4 The trainee will be able to apply reinforcement techniques as a classroom management technique in classroom instruction.	
			7.3.4.1 The trainee will be able to describe learning centers and their use as a classroom management technique.	
			7.3.4.2 The trainee will be able to organize a classroom floor plan for establishing interest centers.	
			7.3.4.3 The trainee will be able to develop activities and materials for use in interest centers.	

BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance		Cross Reference
			7.3.4.4 The trainee will be able to use interest centers as a technique for classroom management.	
			7.3.5.1 The trainee will be able to define and discuss the theoretical considerations of discipline as a classroom management technique.	
			7.3.5.2 The trainee will be able to discuss misbehavior and its causes.	
			7.3.5.3 The trainee will be able to suggest techniques of obtaining good discipline.	
			7.3.5.4 The trainee will be able to sustain good behavior through the effective use of discipline as a classroom management technique.	
			7.3.6.1 The trainee will be able to discuss the variables which affect the utilization and organization of space as a classroom management technique (i.e., student needs, available resources).	
			7.3.6.2 The trainee will be able to suggest and construct different ways of utilizing space specific to available resources.	
			7.3.7.1 The trainee will be able to discuss variables which affect the ordering of time segments (i.e., attention span, student needs, balance between active and quiet; group and individual activities, etc.).	
			7.3.7.2 The trainee will be able to construct time schedules for use as a classroom management technique in accordance with given pupil information.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

7.3.1.2.A

7.3.2.2.A

7.3.2.2.B

7.3.3.1.A

7.3.3.2.A

7.3.4.2.A

7.3.4.3.A

7.3.4.4.A

7.3.5.1.A

7.3.5.4.A

7.3.6.2.A

7.3.7.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.3.1 To assist the trainee in becoming skilled in questioning as a classroom management technique.

Behavioral Objectives:

7.3.1.1 The trainee will be able to describe questioning as a classroom management technique.

7.3.1.2 The trainee will be able to suggest and employ different questioning strategies to accomplish specific purposes (i.e., developing insight in self and others; obtaining information, reconstruction of events, etc.) given a set of simulated pupil and class data.

Competency Component: 7.3.1 To assist the trainee in becoming skilled in questioning as a classroom management technique.

Behavioral Objective: 7.3.1.1 The trainee will be able to describe questioning as a classroom management technique.

Enabling Activities	*Resources*	*Comments*
7.3.1.1.A Before any instructional method can be successfully employed, the teacher must be capable of establishing a positive classroom climate. This is accomplished through the efficient use of good management techniques. Several classroom management procedures are available to educators. One which relates closely to the instructional method, Inductive Teaching, is questioning. Questioning as a classroom management technique, centers around discussing problems guided by teacher questions to develop an understanding of problems, actions of other students, rules, etc. Unfortunately, questioning as an approach to management which emphasizes problem solving and understanding is seldom discussed in the literature as is discipline, behavior modification, grouping and other more popular management procedures. Most literature which treats questioning is aimed at formulating good instructional questions as presented earlier. Therefore, it is necessary to take what current literature there is and synthesize and structure it into a workable definition of questioning as a	7.3.1.1.A Library Module Element 7.2, Component 7.2.4	

Behavioral Objective Continued:

7.3.1.1.A (continued)

management technique. Such a definition should include: (1) a written description of the technique, (2) situations in which it is appropriate, (3) possible variations, and (4) guidelines for usage.

By way of a literature review, personal experience and discussion with other professionals, construct a definition utilizing the format suggested above.

Be imaginative and flexible as questioning as a management technique has at this point not been formalized.

Two sources which may be helpful as a starting point are listed below. Also refer back to Activities 7.2.4.1, 7.2.4.2, and 7.2.4.3 for additional information.

1. Nuthall, G.A., and Lawrence P.J. Thinking in the Classroom, New Zealand Council for Educational Research, 1965.

2. Karlin, M. S., and Bergers, R. Experimental Learning: An Effective Teaching Program for Elementary Schools. West Nyack, New York: Parker Publishing Co., 1971. Pp. 219-233.

The final product should be presented to your advisor in the format suggested.

Behavioral Objective *Continued:*

7.3.1.1.A (continued)

He will evaluate the completeness, clarity, and usefulness of the finished product.

Include a list of references consulted in your work.

Competency Component: 7.3.1 To assist the trainee in becoming skilled in questioning as a classroom management technique.

Behavioral Objective: 7.3.1.1 The trainee will be able to describe questioning as a classroom management technique.

Activity No.	*Evaluation Criteria*
7.3.1.1.A	The trainee was introduced to the use of questioning as a classroom management technique. He was then instructed to conduct a literature review, plus utilizing any other resources to complete a working definition of questioning as a management technique. He was to include in his definition these features: (1) a description of questioning as management technique (2) situations in which its use is appropriate (3) possible variations (4) steps for usage The final product, besides following the above format, should illustrate imagination, originality, completeness, clarity and applicability. The trainee is to also include a list of references used in completing this activity. At this point the writer of this activity has not located any formalized structured information regarding questioning as a management technique, although it is often alluded to indirectly in discussions of inductive questioning as an instructional method. Therefore, the product the trainee submits will be for the most part his own thinking. Descriptions submitted of exceptional quality should be maintained or copied as part of the evaluation criteria for this activity and as guidelines for future trainees

Competency Component: 7.3.1 To assist the trainee in becoming skilled in questioning as a classroom management technique.

Behavioral Objective: 7.3.1.2 The trainee will be able to suggest and employ different questioning strategies to accomplish specific purposes (i.e., developing insight in self and others; obtaining information, reconstruction of events, etc,) given a set of simulated pupil and class data.

Enabling Activities	*Resources*	*Comments*
7.3.1.2.A Once questioning as a management technique has been defined and described and guidelines for implementation established, considerable practice is needed to develop skill in application. It is impossible to enter a classroom totally prepared to intercept daily management concerns with questions, as it is impossible to predict with any accuracy what situations may arise. Therefore, educators interested in questioning as an approach to management must become adept at analyzing situation spontaneously and developing insight and/or understanding, acquire information, reconstruct events, make a decision, etc. depending on the situation at hand. In Resource File 7.3.1.2.A are some simulations with which to work. They require questions which may be planned in advance. However, you will usually not be able to do this. Therefore, it is your own responsibility to find the opportunity to work with students in situations which allow you to practice spontaneous question development. The finished products should be kept as they will be a useful resource	7.3.1.2.A Resource File 7.3.1.2.A Questioning: Simulation Exercises	

Behavioral Objective Continued:

7.3.1.2.A (continued)

in utilizing questioning as a management technique once you are in the field.

Once the problems in the resource file are completed, submit them to your advisor.

Do not be overly concerned if the questions are difficult to develop at first. Effective questioning is a procedure which takes daily practice, and your ability and speed will increase with use.

Competency Component: 7.3.1 To assist the trainee in becoming skilled in questioning as a classroom management technique.

Behavioral Objective: 7.3.1.2 The trainee will be able to suggest and employ different questioning strategies to accomplish specific purposes (i.e., developing insight in self and others; obtaining information, reconstruction of events, etc.) given a set of simulated pupil and class data.

Activity No.	*Evaluation Criteria*
7.3.1.2.A	The trainee has been given three simulated classroom management problems and was to develop a sequence of questions which could be used in each situation to ease the problem. As each set of questions generated may be totally different, depending on the trainee's perceptions of the problem, there are no formal right or wrong answers to this activity. Therefore, it will rest primarily with the SECTrac advisor to evaluate each trainee's progress individually. Some guidelines to keep in mind when evaluating the questions are: 1. Are the questions relevant to the problem presented? 2. Are they stated in a manner students can comprehend? 3. Are the questions presented in a logical sequence to facilitate problem solving? 4. Are the questions stated in a manner which does not reflect a teacher bias or pressure for a particular type of response?

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objectives:

7.3.2.1 The trainee will be able to describe and differentiate between different levels of grouping (i.e., within school systems, within schools, within classrooms).

7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e., motivation, pupil-teacher interaction, etc.).

7.3.2.3 The trainee will be able to select and apply grouping techniques as an approach to classroom management.

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.1 The trainee will be able to describe and differentiate between different levels of grouping (i.e., within school systems, within schools, within classrooms).

Enabling Activities	*Resources*	*Comments*
7.3.2.1.A One time honored method for managing students has been grouping. Grouping procedures occur on all levels of education from within school systems, to within schools to within classrooms. Although management occurs mostly from grouping decisions made within the classroom it is helpful to be cognizant of the administrative procedures for grouping as well. In addition, grouping arrangements in classrooms are no longer determined by I.Q. scores obtained from standardized testing instruments. Instead many more things are considered such as self-concept, social relationships, academic strengths and weaknesses, etc. Thus, it should be apparent that decisions for establishing groups require careful, minute planning. Unfortunately, not all the levels within the educational hierarchy use the same criteria for organizing groups. Therefore, there is a need to review and synthesize what little information is available pertaining to grouping procedures.		

7.3.2.1.A (continued)

It is your job to do a literature review on the subject of grouping taking into account these three levels: total school systems, individual schools, and individual classrooms. Then compile the information into a general discussion of grouping techniques, with a description of the different procedures and some criteria for differentiating between the problems and considerations to be dealt with on each level. Include a list of all the references you consulted.

From the information accumulated in the above described discussion develop a set of concise guidelines which could be employed within a school system for making grouping decisions which would give more unity and increase the overall effectiveness of grouping procedures.

The finished product which is to be submitted to your advisor will be evaluated on the thoroughness of the literature review, the manner in which the information is presented in the discussion and the appropriateness of the guidelines.

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.1 The trainee will be able to describe and differentiate between different levels of grouping (i.e., within school systems, within schools, within classrooms).

Activity No.
7.3.2.1.A

Evaluation Criteria

The trainee has been asked to conduct a literature review of the subject of grouping taking into account three levels: total school systems, individual schools, and individual classrooms. From this literature review, the trainee was to complete a general discussion of grouping techniques, with a description of different procedures and some criteria for differentiating between the problems and considerations to be dealt with on each level.

From the information accumulated in the discussion, the trainee was to develop a concise set of guidelines which could be employed within a school system for making grouping decisions which would subsequently increase the effectiveness of grouping procedures.

As no such global guidelines are available at the present, the product developed by the trainee will consist primarily of a synthesis of his own thoughts and information presented in the literature.

When evaluating this activity consider the following:

(1) thoroughness of literature review (at least 40 references)

(2) the manner in which the discussion is presented

(3) appropriateness of the guidelines

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e., motivation, pupil-teacher interaction, etc.).

Enabling Activities	*Resources*	*Comments*
7.3.2.2.A In the previous activity grouping procedures were discussed on three levels. The third level, the classroom is the one which has the greatest potential in managing student behavior. It is this level we will be concerned with here. When grouping within the classroom was discussed previously it was probably given a rather general treatment as it relates to the other areas of educational grouping. There are, however, some very specific details which should not be overlooked if effective groupings are to be established. There are many variables which operate in group processes which unfortunately, usually pass undetected. For example, when grouping, teachers need to be aware of the following: who are the class leaders, who are the followers, which students are outcasts, which students stand out in which activities or subjects, etc. There are many more too numerous to mention here. To provide a brief introduction to some of these important variables locate the book Group Processes in the Classroom by Richard A. Schmuck and	7.3.2.2.A Resource File 7.3.2.2.A Exercises pertaining to the readings on group processes. A library or IMC where the following books can be located: Schmuck, R. A. and Schmuck, P. A. Group Processes in the Classroom. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971. Dreikurs, R.; Grunwold, B.; and Pepper, F. C. Maintaining Sanity in the Classroom: Illustrated Teaching Techniques. New York: Harper & Row, 1971. Pp. 90-100.	

Behavioral Objective Continued:

7.3.2.2.A (continued)

Patricia A. Schmuck. The first chapter (pp. 1-14) provides a basic overview of group dynamics. Chapter 2 (pp. 15-25) is concerned with group processes which act within the classroom. Read both of these selections carefully, as you will need the information to complete some review exercises in Resource File 7.3.2.2.A. The remainder of the book is not assigned; however, feel free to read on any other topics which interest you.

The finished exercises are to be submitted to your advisor.

For extra reading of an excellent nature locate the following:

Dreikurs, R., Grunwold, B, and Pepper, F. C. Maintaining Sanity in the Classroom: Illustrated Teaching Techniques. New York: Harper & Row, 1971. Pp. 90-100.

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e. motivation, pupil-teacher interaction, etc.).

Activity No. 7.3.2.2.A

Evaluation Criteria

The trainee has been asked to locate and read the first two chapters in Group Processes in the Classroom by Richard A. Schmuck and Patricia A. Schmuck. Afterward, he was to complete a review exercise contained in resource file 7.3.2.2.A. The trainee will have successfully completed this exercise if his answers contain the ideas presented below. A formal answer is not included here, only two brief outlines of what the answer should contain. The answers in quotes come directly from the source cited above.

Chapter I

1. "Positive self-esteem is influenced by the way people who are important in a person's environment respond to him." A person's concept constructed of feedback from others.

2. a. respond to affective needs
   b. influential in shaping group processes in the classroom
   c. provide emotional support in attempts toward independency
   d. help shape attitudes, values, aspirations, and social behaviors

3. "A collection of interacting persons who have some degree of reciprocal influence on one another."

4. Parsons: 5 dimensions for describing groups:
   a. affective-nonaffective-emotional involvements of interaction
   b. self-collective--goals personal or group
   c. universalism-particularism--how consistently persons in similar are defined by persons in the interaction
   d. achievement-ascription--is status gained by perforance or inherently
   e. specificity-diffuseness--degree interaction focused in content domain

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions. (i.e. motivation, pupil-teacher interaction, etc.).

Activity No.	*Evaluation Criteria*
7.3.2.2.A (cont.)	Schutz: theoretical system for describing modes of group interaction--assumes "group activities are predictable from knowledge of a person's interpersonal needs and the principles governing their interaction." Scores of compatibility are computed in terms of these needs: inclusion, control, affection. These scores are arrived at in 2 ways: 1. expression of needs 2. how much of each kind of need are devised from others The trainee was to indicate any personal biases toward one theory or another. The preference should be substantiated. 5. a. a classroom which utilizes prescriptive teaching methodologies. b. a T-group 7. Should include each of these topics and some discussion: a. Informal and formal aspects of groups b. Emotional aspects of small groups c. Group effects on self-concept d. Group effects on intellectual performance Chapter 2 1. John Dewey: "emphasized social aspects of learning and the role of the school in training students for problem solving and democratic rationale living." Focused on "process" of learning rather than control. Kurt Lewin: "stressed the collection of scientific data which undergirded the philosophical work of Dewey and introduced the action techniques for improving group processes." 2. Students own definition--include this concept: teacher and student reciprocally influenced, attraction exists between groups and individuals; norms conducive to academic performance, individual differences acknowledged and accepted.

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e. motivation, pupil-teacher interaction, etc.).

Activity No.	*Evaluation Criteria*
7.3.2.2.A (cont.)	3. A brief definition is included for classroom property. The trainee should elaborate further on its relation to effective group functioning. a. "acts which help a group move towards its goal." Should also include some discussion of teacher leadership behaviors, i.e. democratic, authoritarian, etc. b. Attraction--need for personal relationships. c. norms--shared expectations toward appropriate classroom procedures. d. communication--vehicle for group process, whether verbal or nonverbal. e. cohesiveness--feelings class members hold for classroom as a group.

Behavioral Objective *Continued:*

7.3.2.2.B

Once you have formed a basic appreciation of the many variables which may be acting within a classroom it is necessary to become skilled in detecting them. One way is by the use of a sociogram. Unfortunately, sociometrics are often overlooked when in actuality they can provide some very important and relevant information on which to base grouping decisions.

For a description of sociometric techniques read pp. 184-186 in Teacher Diagnosis of Educational Difficulties by Robert M. Smith. Pages 199-202 provide the steps by which sociograms are conducted. Read this information carefully, then complete the exercises in Resource File 7.3.2.2.B as they are described there.

The completed product is to be submitted to your advisor.

7.3.2.2.B

Resource File 7.3.2.2.B
Sociometric related activities

A library or IMC containing a copy of:

Smith, R. M. Teacher Diagnosis of Educational Difficulties. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

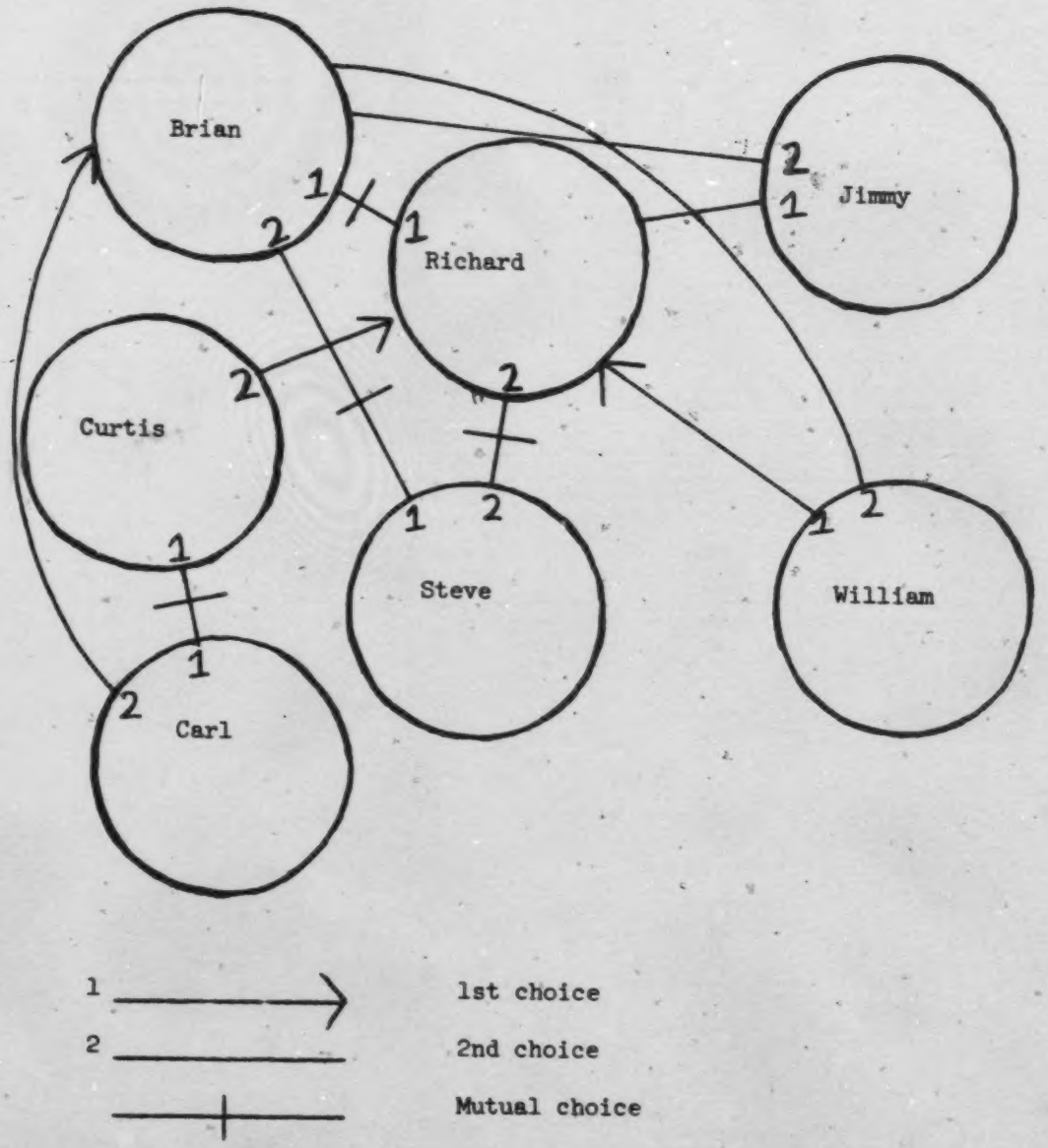
Behavioral Objective: 7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e., motivation, pupil-teacher interaction, etc.).

Activity No.	*Evaluation Criteria*
7.3.2.2.B	The trainee has been given readings which described sociometric techniques and the steps involved. After completing the readings the trainee was to complete the exercises provided in Resource File 7.3.2.2.B. The trainee will have successfully completed this activity if his responses match those below: Review Exercises Sociograms 1. high 2. C 3. Tally sheet and graphic sociogram as shown on the next two pages.

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e., motivation, pupil-teacher interaction, etc.).

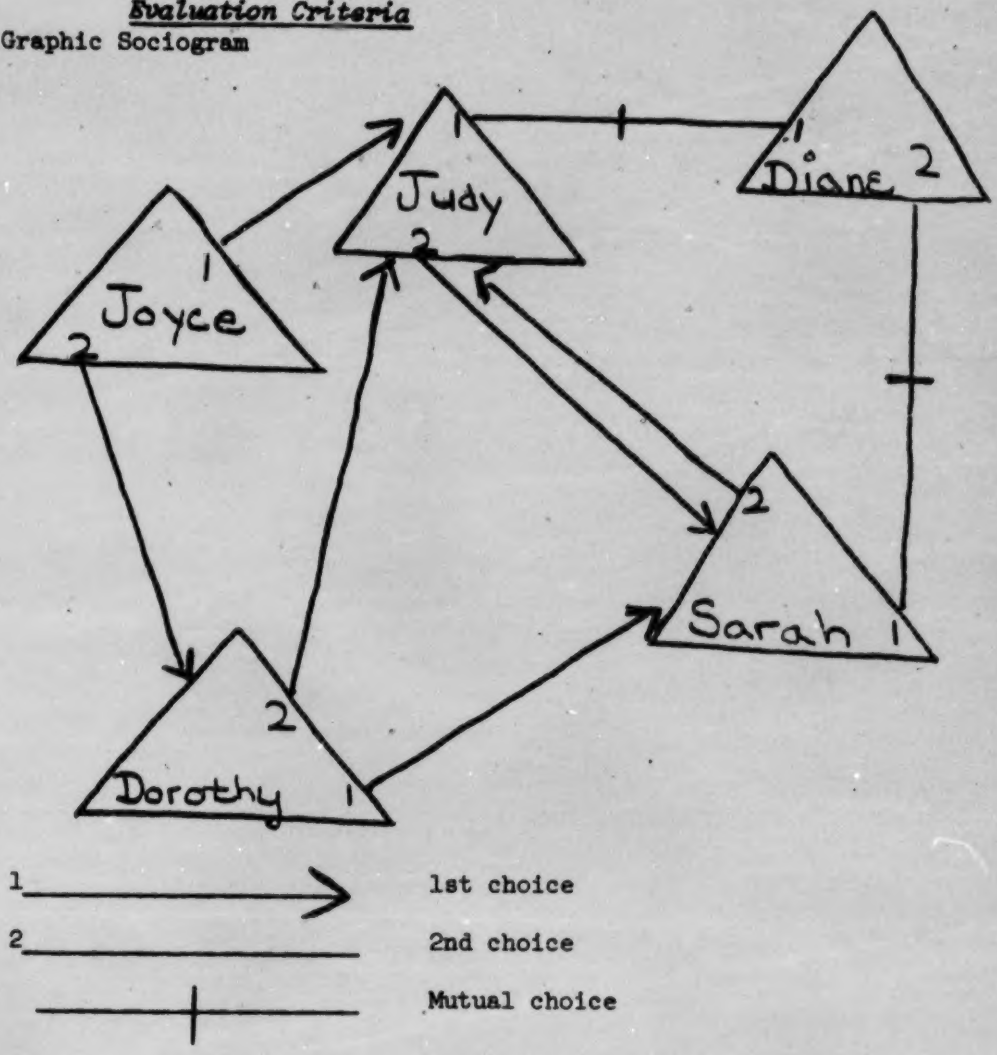
7.3.2.2.B
(cont.)



Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e., motivation, pupil-teacher interaction, etc.).

Activity No.	*Evaluation Criteria*
7.3.2.2.B (cont.)	Graphic Sociogram



Behavioral Objective *Continued:*

7.3.2.2.C

A second method for discerning group interaction is by using a technique called "Peer Nomination." Directions for using it and a description of it are offered on pp. 202-203 in Teacher Diagnosis of Educational Difficulties by Robert M. Smith.

Exercises to provide practice with this technique are stored in Resource File 7.3.2.2.C.

The final product is to be submitted to your advisor.

7.3.2.2.C

Resource File 7.3.2.2.C

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e., motivation, pupil-teacher interaction, etc.).

Activity No.
7.3.2.2.C

Evaluation Criteria

The trainee was given selected readings concerning the "Peer nominations" technique which assesses a student's reputation among his classmates.

After finishing the readings the trainee was to complete the review exercises provided in Resource File 7.3.2.2.C. The trainee will have successfully completed this activity if his responses correspond with the content suggested below:

1. An estimation of the students who most clearly fit a certain character or behavioral description.

2. "Should be similar to these taken from Teacher Diagnosis of Educational Difficulties by Robert A. Smith, p. 102. "These descriptions may fit some of the children in this class. Some of them may fit you. Read each statement carefully and try to decide who it fits. Sometimes a statement will describe more than 1 person. Don't forget to include yourself whenever you think a statement fits you. If a statement doesn't fit anyone in our class, leave it blank and go on to the next one."

3. Use your own professional judgement on the sample items written by the trainee. Few examples are given here as guidelines.
   a. Here is someone who is a good baseball captain.
   b. This is someone who never says anything in class.

4. The tally form should resemble the following one.

Tally Sheet for Sociometric Analysis

I.M. #7.3, Page 32

Chooser	Chosen											
	Joyce	Brian	Steven	Sarah	Judy	Jimmy	Richard	William	Dorothy	Diana	Curtis	Carl
Joyce				4	1				2	3		
Brian			2				1				4	3
Steven		1					2	3				4
Sarah		4			2				3	1		
Judy				3			4		2	1		
Jimmy		2	3				1				4	
Richard		1	2					4			3	
William		2					1	4				3
Dorothy				1	2		4			3		
Diana	4			2	1				3			
Curtis						4	2	3				1
Carl		2				3		4			1	
	0	2	0	1	2		3	0	0	2	1	1
	0	2	2	1	2		2	0	2	0	0	0
	0	0	1	1	0	1	0	2	2	2	1	2
	1	1	0	1	0	1	2	3	0	0	2	1
	1	5	3	4	4	2	7	5	4	4	4	4

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.3 The trainee will be able to select and apply grouping techniques as an approach to classroom management.

Enabling Activities	*Resources*	*Comments*
7.3.2.3.A Viewed in full, the process of grouping becomes very complex and detailed, requiring a significant degree of skill and knowledge on the part of the involved educator. Not only must you be familiar with the various grouping arrangements possible; on the administrative level, and on the classroom level, but you must also be cognizant of the multitude of variables acting within classrooms which also affect grouping decisions. Finally, you must become skilled in assessing these variables. The following activity is designed to use the knowledge you have accumulated thus far and to provide an opportunity to acquire skill in administering the assessment techniques discussed in the previous activity. For Part A of this activity make an appointment with one of the following people in a school district of your choice: 1. Superintendent of schools 2. Director of Elementary Schools		7.3.2.3.A For a review of interview techniques see Module 8, Competency 8.2.

Behavioral Objective *Continued:*

7.3.2.3.A (continued)

3. Any other available person with knowledge of administrative grouping policies.

Set up an interview with this person to discuss their grouping policies. This interview is to be based on the knowledge you acquired in activity 7.3.2.1.A. As verification of completion for part A of this activity, submit to your advisor either a written summary of the interview or with the permission of the person being interviewed a cassette tape of the interview. Include any remarks you may have about this system in relation to the guidelines you developed earlier.

Remember to call well in advance to make the appointment and at that time explain precisely the purpose of your visit. Also, go into the interview well prepared with a set of questions written in advance.

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classrsom management.

Behavioral Objective: 7.3.2.3 The trainee will be able to select and apply grouping techniques as an approach to classroom management.

Activity No.	*Evaluation Criteria*
7.3.2.3.A	The trainee has been asked, as a culminating grouping activity, to arrange an interview with a school superintendent, elementary director or other administrative person involved in making decisions for a school system. The trainee was to conduct the interview, then do one of two things. He could either submit a written summary of the interview, or he could submit a cassette recording. Regardless of the reporting medium used, the trainee was to also include his personal reactions to the interview, and the action grouping procedures he found employed as compared to those he found in the literature.

Behavioral Objective *Continued:*

7.3.2.3.B

In part A of this activity you interviewed a person involved in administrative grouping decisions. In part B of this activity you are to make a similar appointment with a special education building director. (If this is not possible select a regular school principal.) Discuss with the director the grouping procedures he uses within his building.

Again, to verify completion of this activity submit in writing a summary of the interview, or with the permission of the person being interviewed, a cassette recording.

Include also any additional remarks you may have concerning the system as it exists compared to your previous readings.

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.3 The trainee will be able to select and apply grouping techniques as an approach to classroom management.

Activity No.	*Evaluation Criteria*
7.3.2.3.B	Following an interview with an administrator, the trainee was to arrange an interview with a director of a special education school to discuss the grouping techniques employed. The trainee could elect to submit either a written summary of the interview or a cassette tape recording. With either choice he was to include his personal reactions to the interview and the actual procedures used compared to those presented in the literature.

Behavioral Objective *Continued:*

7.3.2.3.C

This final task is perhaps the most important of the three presented in this activity. Here you will be concerned with grouping on the classroom level.

Again, you will need to contact the special education director you interviewed for part B of this activity. Acquire from him the name of one of his teachers whom he considers to be among the most professional. Explain to him that you would be interested in talking with her about the grouping procedures she utilizes in the classroom. Be sure to include discussion concerning her procedures for instructional grouping. Then with her cooperation, define a grouping task in the classroom, whether it be for a project, for instruction, a game, etc.

Once the grouping task has been selected and defined, administer a sociogram and a peer-nomination. Tally the results of both of these. Diagram graphically the sociogram. Then using the information from these instruments make a decision regarding the groups to be formed for this particular task.

Finally, after the groups are formed and the task completed, evaluate with the cooperating teacher the entire process. Together suggest any changes you would make if repeating this task.

To verify completion of this activity the following items are to be submitted to your advisor:

Behavioral Objective *Continued:*

7.3.2.3.C (continued)

1. either a tape recording or a written summary of the interview conducted with the cooperating teacher concerning her grouping procedures. Include any additional comments you may have concerning the relationship between what you read in Activity 7.3.2.1 and what you encountered in the field.

2. a description of the grouping task (problem) with which you and the cooperating teacher chose to work.

3. A complete outline of the sociogram you administered
   a. the introduction
   b. the students selections
   c. the tally sheet
   d. the graphic sociogram
   e. a written summary of the results obtained

4. a complete outline of the peer-nomination you administered:
   a. the introduction
   b. the statements
   c. the student responses
   d. the tally sheet
   e. a written summary of the results obtained

5. a description of the grouping arrangement ultimately determined.

6. a final evaluation of the activity

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.3 The trainee will be able to select and apply grouping techniques as an approach to classroom management.

Activity No.	*Evaluation Criteria*
7.3.2.3.C	For the final task in this activity the trainee was asked to meet with a special education teacher and discuss the techniques she utilizes when making grouping decisions. Then together, the trainee and the teacher were to select a grouping task in the classroom with which to work. Once the grouping task had been defined a sociogram and peer nomination were to be administered, and the results recorded on a tally sheet. The sociogram was to be diagrammed graphically. Finally, the information obtained from these instruments was to be used to make a decision regarding the groups to be formed for the particular task defined. Then together the teacher and trainee were to evaluate the results and suggest any changes to be made if the task was to be repeated. Briefly, the trainee should submit these items to successfully complete this activity: 1. a tape recording or a written summary of the interview conducted with the cooperating teacher plus any additional comments concerning the practices the trainee encountered in the field compared to those presented in the literature. 2. a description of the grouping task with which the trainee and the teacher chose to work. 3. a complete outline of the sociogram administered: a. the introduction b. the students' selections c. the tally sheet d. the graphic sociogram e. a written summary of the results obtained 4. a complete outline of the peer nomination administered a. the introduction b. the statements c. the student responses d. the tally sheet e. a written summary of the results obtained 5. a description of the grouping arrangement ultimately determined.

Competency Component: 7.3.2 To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Behavioral Objective: 7.3.2.3 The trainee will be able to select and apply grouping techniques as an approach to classroom management.

Activity No.	*Evaluation Criteria*
7.3.2.3.C (cont.)	6. a final evaluation of the activity.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.3.3 To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

Behavioral Objectives:

7.3.3.1 The trainee will be able to discuss the basic concepts and definitions of reinforcement techniques.

7.3.3.2 The trainee will be able to observe and record behavior.

7.3.3.3 The trainee will be able to formulate and implement consequences as an intervention strategy.

7.3.3.4 The trainee will be able to apply reinforcement techniques as a classroom management technique in classroom instruction.

Competency Component: 7.3.3 To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

Behavioral Objective: 7.3.3.1 The trainee will be able to discuss the basic concepts and definitions of reinforcement techniques.

Enabling Activities	*Resources*	*Comments*
7.3.3.1.A The learning process can be explained through the use of certain principles. Reinforcement theory is one which is currently widely accepted. There are several reasons for its popularity. One, most educators already have a basic conception of the theoretical considerations involved. Two, it is primarily a simple theory and can be readily comprehended. Three, it has evolved from a significant body of research. Finally, it is a theory highly applicable to the educational process. The purpose of this activity is to acquaint professional educators with the basic concepts and definitions involved in reinforcement theory. A booklet, Modifying Classroom Behavior: A manual of procedure for classroom teachers by M. K. Bulky, and H. M. Walker is stored in Resource File 7.3.3.1.A. It presents the basic principles of reinforcement in a simple uncomplicated manner utilizing a semi-programmed approach. Work through the booklet completing the programmed frames wither to your-	7.3.3.1.A Resource File 7.3.3.1.A Bulky, M. K., and Walker, H. M. Modifying Classroom Behavior. Examination questions	

Behavioral Objective *Continued:*

7.3.3.1.A (continued)

self or on your own resources.

A final evaluation of your grasp of the information presented here will consist of a combination of exercises and examination questions also housed in Resource File 7.3.3.1.A.

The completed exercises and questions should be submitted to your advisor.

Competency Component: 7.3.3 To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

Behavioral Objective: 7.3.3.1 The trainee will be able to discuss the basic concepts and definitions of reinforcement techniques.

Activity No. 7.3.3.1.A

Evaluation Criteria

The trainee has been asked to read the booklet Modifying Classroom Behavior: A manual of procedure for classroom teachers by Nancy K. Buckley and Hill M. Naider to provide a background of definitions and basic concepts in reinforcement theory.

Upon completing the booklet, the trainee was asked to complete a series of questions drawn from the booklet. The trainee will have successfully completed this activity if his answers match those below:

How Behaviors Are Learned

Answers

1. the total surroundings of a person, encompassing people, institutions, norms, values, etc.
2. learned
3. c, a, b
4. an event or token which alters subsequent behavior when it follows that behavior in time.
5. positive
6. increase
7. decrease
8. learning new behaviors by observation and imitation
9. reinforced
10. rewarding approximations
11. a. Reward the student being in his seat.
    b. Reward the student for being in his seat and attempting 1 problem
    c. Reward the student for being in his seat and attempting 2 problems, etc.
12. a. modeling
    b. shopping

Why Behaviors are Maintained

1. the event occuring before a response
2. the elicited behavior
3. what happened immediately after the behavior was emitted
4. 3 sentences to copy, copying the sentences, a gold star.
5. candy movies
   chips field trips
   toys games

Competency Component: 7.3.3 To assist the trainee in becoming skilled with reinforcement techniques in classroom management.

Behavioral Objective: 7.3.3.1 The trainee will be able to discuss the basic concepts and definitions of reinforcement techniques.

Activity No.	*Evaluation Criteria*
7.3.3.1.A (cont.)	6. an originally mutual reinforcer that acquired strength from being paired with other reinforcers, example--money 7. those derived from the actual performance of an activity 8. the removal of an undesirable stimulus 9. immediately 10. intermittent 11. continuous How Behaviors Can Be Eliminated 1. a. student may strike back b. teacher may become identified as aversive c. effective for short time periods only d. behavior may only be suppressed not changed. 2. a. the rules are announced to students before a situation has a chance to occur. b. be consistent and carry out the consequence the first time the behavior occurs. c. the consequence should follow the behavior immediately d. the consequence must be aversive enough to be effective 3. withholding of reinforcement 4. removal of a student from positive reinforcement 5. time out 6. behaviors which are difficult to perform simultaneously. 7. the presentation of a reinforcing stimulus at a rate so high it is no longer reinforcing or may even become aversive 8. process of changing environment contingencies to reduce the possibility of a behavior occurring 9. stimulus change Measuring Behavior 1. a. frequency c. rate b. time-sampling d. duration 2. observable 3. a level at which a response normally occurs 4. baseline - pre treatment - during followup - post 5. yes

Competency Component: 7.3.3 To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

Behavioral Objective: 7.3.3.2 The trainee will be able to observe and record behavior.

Enabling Activities	*Resources*	*Comments*
7.3.3.2.A In the previous activity the importance of observing and recording behavior in which change is desired was discussed briefly. Observing and recording are important to specify the exact behavior one desires to change and to establish baseline level before implementing intervention strategies. Also, it is important to analyze the effects during intervention as objective records clearly demonstrate the consequences of the procedure. Small and/or continuous behavioral changes may be observed in the student and functions to reinforce the educator for his time and effort. The following readings are suggested to supplement the introductory statements about recording and observation. Locate them and read them carefully as there is a plethora of informal and formal methods available. a. Blackman, G. J. and Silberman, A. Modification of Child Behavior. Belmont, California: Wadsworth Publishing Co., 1971. Pp. 55-70.	7.3.3.2.A Resource File 7.3.3.2.A Description of a project in recording baseline data.	

Behavioral Objective *Continued:*

7.3.3.2.A (continued)

b. Special Education Curriculum Development Center. Modifying Behavior Suggestions for Teachers of the Handicapped. Cedar Rapids, Iowa: Joint County System at Cedar, Johnson, Linn, and Washington Counties, 1970. Pp. 3-12, 51-54.

From these readings, and any others you may choose to do, you should have sufficient information to complete the following task of observing and recording baseline data as it is described in Resource File 7.3.3.2.A

The final product is to be submitted and discussed with your advisor.

Competency Component: 7.3.3 To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

Behavioral Objective: 7.3.3.2 The trainee will be able to observe and record behavior.

Activity No.	*Evaluation Criteria*
7.3.3.2.A	The trainee was given two selected readings as a basis for completing a one-week project in recording base-line data. This project was to consist of selecting a student from a special classroom. The trainee was to record baseline data on the target behavior; time on task. A recording sheet was provided for the trainee. The trainee should submit as the final project the recording sheet with obtained data noted. The following information should also be included: name of the participating school, and name of the participating teacher. Finally, after the results have been briefly reviewed, discuss the behavior recording process with the trainee to determine if any problems arose, and to generate possible solutions.

Competency Component: 7.3.3 To assist the trainee in becoming skilled with the reinforcement technique in classroom management.

Behavioral Objective: 7.3.3.3 The trainee will be able to formulate and implement consequences as an intervention strategy.

Enabling Activities	*Resources*	*Comments*
7.3.3.3.A There are basically four steps involved in formulating strategies for change. First the problem must be defined and analyzed. Second a history must be obtained to further delineate the dimensions of the problem. Third, the goals for behavior change must be clearly specified. Fourth, the methods for implementing change must be identified and incorporated. Each of these steps are discussed in the following readings. Locate each of the texts specified and read carefully the suggested pages. 1. Blackman, G. J. and Silbermann, A. Modification of Child Behavior. Belmont, California: Wadsworth Publishing Co. Inc., 1971. Pp. 71-91. This reading suggests various strategies for implementing changes in behavior from a more theoretical standpoint. The following readings offer more practical examples: 2. Blackman, G. J. and Silbermann, A. Modification of Child Behavior. Belmont, California:	7.3.3.3.A Blackman, G. J. and Silbermann, A. Modification of Child Behavior. Belmont, California: Wadsworth Publishing Co. Inc., 1971. Pp. 71-91. Cartwright, C., and Cartwright, G. P. Determining the Motivational Systems of Individuals. Teaching Exceptional Children. Spring, 1970. Pp. 143-149 Gallagher, P. A. Positive Classroom Performance: Techniques for Changing Behavior. Denver, Colorado: Love Publishing Company, 1971. Becker, W. C., Engleman, S., and Thomas, D. R. Teaching a Course in Applied Psychology. SRA Chicago, Illinois, 1971. Pp. 131-152. Change Plan	

7.3.3.3.A (continued)

Wadsworth Publishing Co. Inc., 1971. Pp. 125-145.

3. Cartwright, C. A., and Cartwright, G. P. Determining the Motivational Systems of Individuals, Teaching Exceptional Children, Spring, 1970. Pp. 43-49.

4. Gallagher, P. A. Positive Classroom Performance: Techniques for Changing Behavior. Denver, Colorado: Love Publishing Co., 1971.

5. Becker, W. C.; Engelman, S.; and Thomas, D. R. Teaching a Course in Applied Psychology, Chicago, Illinois: SRA, 1971. Pp. 131-152.

The above readings should be reviewed carefully as the information contained in them is essential for completing this activity. In Resource File 7.3.3.3.A find copies of "A Method for Identifying Potential Reinforcers With Children." Utilizing this form determine what would be a possible reinforcer for the student you computed baseline on in the activity preceeding this one.

Secondly, using the same student, again determine potential reinforcers utilizing the Modified Reward Preference Assessment Procedure (MRPA) described in the third reading (Cartwright and Cartwright). You will need to prepare your own testing cards and

Behavioral Objective *Continued:*

7.3.3.3.A (continued)

scoring sheets according to the specification cited in the article.

Thirdly, prepare a brief written report of the results obtained from the two instruments. These findings are to be incorporated into a final "Change Plan" for the student you have worked with in the past exercise when recording behavior. Copies of the "Change Plan" format are also located in Resource File 7.3.3.3.A.

The final product is to be submitted to your advisor.

Competency Component: 7.3.3 To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

Behavioral Objective: 7.3.3.3 The trainee will be able to formulate and implement consequences as an intervention strategy.

Activity No.	*Evaluation Criteria*
7.3.3.3.A	The trainee was to determine potential reinforcers for the same student used in Activity 7.3.3.2.A utilizing 2 specific methods. The first method was a form provided for the trainee to complete using an interview approach. It is titled "A Method For Identifying Potential Reinforcers With Children", it should be submitted with the student responses recorded. The second method specified was the Modified Reward Preference Assessment Procedure described in a reading in this activity. For this the trainee must prepare his own testing cards and scoring sheet which are to be submitted along with the results obtained using this procedure. The results from both of these procedures should be summarized in written form, then incorporated into a final change plan for this student. The change plan form was provided in Resource File 7.3.3.3.A for the trainee. Therefore, briefly these things should be included to be evaluated for this activity: 1. "A Method for Identifying Potential Reinforcers with Children" complete with student responses. 2. Trainee designed and constructed testing cards and scoring sheets for the Modified Reward Reference Assessment Procedure, plus recorded results. 3. A brief summary of the results obtained from both methods. 4. A final "Change Plan" for this particular student. Discuss the activity with the trainee to see if any questions or uncertainties need clarification.

Competency Component: 7.3.3 To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

Behavioral Objective: 7.3.3.4 The trainee will be able to apply reinforcement techniques as a classroom management technique in classroom instruction.

Enabling Activities	*Resources*	*Comments*
7.3.3.4.A This final activity dealing with reinforcement is a product of all the skills you have so far acquired. Up to this point you have worked with the component steps in isolation. It is the intent of this culminating activity to give unity to the process of reinforcement as a management technique. Basically three steps have been identified in the reinforcement process: 1. defining terms, 2. observation and recording of behavior, 3. determination of reinforcing consequences. The final step remaining is implementation. For this activity you are to return to either a special or regular school setting, (if this is going to be grossly inconvenient a friend can be used), and select a student with whom to work. With the help of the classroom teacher, pinpoint a behavior which would respond to reinforcement. Then complete the entire process as it has been previously defined. The only difference will be the implementation of strategies and recording data to find any subsequent changes as a result of the intervention.	7.3.3.4.A A student in a special or regular school setting.	7.3.3.4.A Note: Glance back at the three previous activities for the information on resources used previously.

Behavioral Objective *Continued:*

7.3.3.4.A (continued)

Plan to take baseline for five days. Then plan to implement strategies and record observations for ten days. Graph the results.

When engaged in this activity use all the resources you have used previously in addition to all the sample reporting and recording forms.

Once the project is complete write up a final report of the entire process along with the results. The end result should be a completed example describing reinforcement as a management technique. This project should be filed and later shared with teachers as an example of the procedure.

Competency Component: 7.3.3 To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

Behavioral Objective: 7.3.3.4 The trainee will be able to apply reinforcement techniques as a classroom management technique in classroom instruction.

Activity No.	*Evaluation Criteria*
7.3.3.4.A	As a culmination of all the activities completed by the trainee in this competency component dealing with reinforcement as a management technique, the trainee was to apply the complete reinforcement process as it has been described here. In more detail, the trainee was to again select a student to work with, preferably from a special setting (a friend could be used if the preceding were impossible). With the help of the co-operating classroom teacher the trainee was to pinpoint a behavior which could be altered by reinforcement techniques, then complete the entire process implementing intervention strategies. The trainee was to record baseline for 5 days and behavior after intervention for 10 days. The entire project was to be written up, including reinforcement procedures, tokens, schedules, graphs, etc., as an example of reinforcement as a management technique. When evaluating the final report consider these variables. 1. Completeness--all vital information is included so the project could be duplicated if so desired. 2. Appropriateness--the methods and decisions made during the project, as they were reported, appear appropriate for the specific student. 3. Originality--as there was no rigid outline suggested for this project, consider the manner in which the trainee chose to present the material. Is it in a logical sequence, easy to understand, and well illustrated? Finally, discuss this final project with the trainee to clarify any remaining uncertainties about reinforcement as a management technique.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.3.4 To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Behavioral Objectives:

7.3.4.1 The trainee will be able to describe learning centers and their use as a classroom management technique.

7.3.4.2 The trainee will be able to organize a classroom floor plan for establishing interest centers.

7.3.4.3 The trainee will be able to develop activities and materials for use in interest centers.

7.3.4.4 The trainee will be able to use interest centers as a technique for classroom management.

Competency Component: 7.3.4 To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Behavioral Objective: 7.3.4.1 The trainee will be able to describe learning centers and their use as a classroom management technique.

Enabling Activities	*Resources*	*Comments*
7.3.4.1.A Today, a major concern in education is meeting the educational needs of individual children. While all educators agree on the philosophy of individual instruction, many teachers find implementing the practice a difficult task. The problems in implementing an individual program seem to be two-fold. First, determining the needs and building programs to reflect them. Second, planning for the remainder of the class while the teacher is engaged with an individual or a small group. The purpose of the following resources and activities is to help teachers overcome the second problem: how to manage the class while the teacher works with individuals or small groups. The management method suggested here involves utilization of Learning or Interest Centers. To give you an introduction to interest centers locate and read the following two references. These are the two most prominent as the amount of literature available on the approach is limited.	7.3.4.1.A Hewitt, F.M. The Emotionally Disturbed Child in the Classroom, Boston; Allyn and Bacon, 1968. Pp. 239-271. Kokasa, S. M. and Kokaska, C. J. Individualized work centers: an approach for the elementary retarded child. Education and the Training of the Mentally Retarded, 1971, 6, Pp. 25-27.	

7.3.4.1.A (continued)

1. Hewitt, F.M. The Emotionally Disturbed Child in the Classroom. Boston: Allyn and Bacon, 1968. Pp. 239-271.

Although this reference was written primarily for the emotionally disturbed, it has management applications for all classrooms.

2. Kokaska, S. M., and Kokaska, C. J. Individualized work centers: an approach for the elementary retarded child. Education and the Training of the Mentally Retarded, 1971, 6, Pp. 25-27.

From the information presented in these readings (and any others you may identify) prepare a 2-3 page handout or description of the learning center approach to management. Submit the final document to your advisor.

Competency Component: 7.3.4 To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Behavioral Objective: 7.3.4.1 The trainee will be able to describe learning centers and their use as a classroom management technique.

Activity No.	*Evaluation Criteria*
7.3.4.1.A	After reading two assignments the trainee was to develop a brief (2-3 page) handout describing the learning center approach to management. When evaluating this document consider these variables: 1. clarity--this should be easily apprehensible to teachers and students. 2. a brief discussion of room organization 3. a brief discussion of materials 4. a brief discussion of utilization methods The final product should be appropriate for teachers and students who want to know what the Interest Center Approach to management is, not how to develop and incorporate it.

Competency Component: 7.3.4 To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Behavioral Objective: 7.3.4.2 The trainee will be able to organize a classroom floor plan for establishing interest centers.

Enabling Activities	*Resources*	*Comments*
7.3.4.2.A Interest or learning centers have been described in the literature by both Hewitt (1968) and Kokaska and Kokaska (1971). In general, these authors suggest that interest centers may be set up in various places around the classroom. These centers may consist of a table and chairs, a desk, a carpet on the floor, cabinets or bookcases. An example of a floor plan is in Resource File 7.3.4.2.A for you to inspect. Also refer back to the readings suggested in Activity 7.3.4.1.A. (Although the model proposed in Hewitt is more complex and specific, it offers many possibilities for adaption.) Once you have reviewed all the possible plans for organization, select a type of hypothetical classroom (i.e., Primary E.M.R., Intermediate E.M.R., O.H., Learning Disability, Etc.) and devise a classroom plan for it. Label all the parts of the room clearly. To do this you must determine the number of centers and what curriculum areas they will focus on.	7.3.4.2.A Resource File 7.3.4.2.A A sample floor plan of a classroom set up for interest centers.	

Behavioral Objective *Continued:*

7.3.4.2.A (continued)

Finally include a rationale for your plan particular to the type of student you planned for.

The finished product is to be submitted to your advisor.

Competency Component: 7.3.4 To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Behavioral Objective: 7.3.4.2 The trainee will be able to organize a classroom floor plan for establishing interest centers.

Activity No.	*Evaluation Criteria*
7.3.4.2.A	The trainee has been asked to devise a classroom plan to facilitate the installation of interest centers for a particular type of learner. The trainee should submit three different products to have successfully completed this activity. 1. A description of the type of learner for whom the room plan was designed. 2. A sample layout of a classroom plan for interest centers with all components and areas clearly labeled. 3. A rationale for the particular room plan chosen as it relates to the learner and the implementation of learning centers. When evaluating this product look for these things in the student description: a C.A., a M.A., a learning diagnosis, some suggestion of weaknesses and strengths and some description of past performance. Look for these things in the sample classroom layout: room equipment labeled, student desks, and each interest center labeled as to curriculum area. Finally, in the final rationale look for features which justify the room plan for the particular type of learner.

Competency Component: 7.3.4 To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Behavioral Objective: 7.3.4.3 The trainee will be able to develop activities and materials for use in interest centers.

Enabling Activities	*Resources*	*Comments*
7.3.4.3.A Each interest center is designed to facilitate the development of certain skills or concepts without the presence or direct guidance of the teacher. In other words, each center contains self-directing materials needed for one or more students to complete a lesson with the minimum of guidance from the teacher. It is each teacher's decision to determine what skills or concepts are appropriate for her individual classroom. This information dictates what type of centers will be developed and subsequently what types of tasks they will contain. For instance, Kokaska and Kokaska (1971) suggested these five for the Primary EMR: visual perception, auditory discrimination, listening skills, five motor skills, and arts and crafts. Once the types of centers are determined, the teacher must prepare activities for each center geared to her students' individual capabilities. Each lesson should be carefully thought out to avoid confusion on the part of	7.3.4.3.A Resource File 7.3.4.3.A An outline of steps for preparing lessons and activities for interest centers.	

Behavioral Objective *Continued:*

7.3.4.3.A (continued)

the student when he does each lesson. In Resource File 7.3.4.3.A is an outline of steps which should be followed when preparing lessons on activities.

After you have looked at the above information review the floor plan you submitted for Activity 7.3.4.2.A. Utilizing the interest centers you provided for in that activity, devise five sequential lessons or activities for each, keeping in mind the type of student for whom the scheme was initially designed. Remember to prepare the activities so they may be executed without teacher direction.

The outline suggested in Resource File 7.3.4.3.A which you have just inspected is to be followed when devising the activities. Therefore, each activity in each sequence should: 1. begin with simple directions, graduating to those more comples; 2. include a list of needed materials; 4. include a sample of each worksheet; 5. include an answer key; 6. include (if a tape is called for) the dialogue in written form.

The finished activity sequences are to be submitted to your advisor. He will be evaluating you on completeness, originality of activity ideas, and appropriateness of the idea for the level you previously specified. Include with the activity a brief statement of the type of student for whom the activities were prepared (from Activity 7.3.4.2.A: the class

Behavioral Objective *Continued:*

7.3.4.3.A (continued)

for whom you designed the classroom plan).

Competency Component: 7.3.4 To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Behavioral Objective: 7.3.4.3 The trainee will be able to develop activities and materials for use in interest centers.

Activity No.
7.3.4.3.A

Evaluation Criteria

The trainee was given a list of guidelines to use when developing activities for the interest centers. Utilizing these guidelines the trainee was to design, completely, 5 sequential activities for each interest center specified on the floor plan in the previous activity. The activities were to be geared to the learning type of the student also described in that activity.

Within each sequence of activities look for these things:

1. the activity must be one which can be executed by the student without teacher direction.
2. each activity must begin with an instructional objective.
3. each initial activity should begin with simple directions graduating to more complex instructions.
4. each activity must contain a list of needed materials.
5. each activity must include a sample of any worksheets to be used in the interest center.
6. each activity must include an answer key.
7. finally, each activity specifying a tape must include a written dialogue.

The trainee must include all the above criteria to successfully complete this activity.

Competency Component: 7.3.4 To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Behavioral Objective: 7.3.4.4 The trainee will be able to use interest centers as a technique for classroom management.

Enabling Activities	***Resources***	***Comments***
7.3.4.4.A Once the types of centers are determined the teacher needs to decide how she will use them during the school day. Two possible methods are listed for you in Resource File 7.3.4.4.A. Other alternative approaches could be generated to adapt to any particular classroom. The three preceding activities and the above introduction were designed to prepare you for this final activity, the actual implementation of interest centers in a classroom. You are to locate a classroom where you will be allowed to set up interest centers with the cooperation of the administration and the teacher in charge. Special schools or classes should be considered first. Meet first with the administrator, explain your project completely, and that you wish to obtain permission to set up interest centers in a specified classroom. Ask him to then suggest a teacher who would like to cooperate with you on this project. You will not be working with students, only teachers. The teacher and you will jointly determine the best methods for using	7.3.4.4.A Resource File 7.3.4.4.A Two methods for employing interest centers.	

Behavioral Objective *Continued:*

7.3.4.4.A (continued)

the centers, how many and the areas to be included.

The interest centers will be set up for one week. It is your job to do everything required to set up the centers: Set up the room plan, make the materials, etc.

As the interest centers are used, make any modifications that seem necessary along the way to insure their success.

At one point during the week your advisor or other supervisory personnel should either visit the room to see your work or confer with the cooperating teacher over the phone.

In addition, submit to your advisor a complete report of the project: the number of centers, a floor plan, the content areas of each, the method used, modifications along the way, activities, and a final evaluation of the project.

Competency Component: 7.3.4 To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Behavioral Objective: 7.3.4.4 The trainee will be able to use interest centers as a technique for classroom management.

Activity No.
7.3.4.4.A

Evaluation Criteria

In this activity the trainee was asked to actually implement interest centers into a classroom. To do this the trainee was to first acquire permission from a school administration to set up the centers in conjunction with a cooperating teacher. The trainee himself was not to work with students, only teachers. Jointly the trainee and the teacher were to determine the best method for using the centers, how many, and what curriculum areas to include. The interest centers were to be set up for one week (five days). The trainee was to do <u>everything</u> required to set up the centers; set up the room arrangement, make the materials, implement any necessary modifications, etc.

To completely and fairly evaluate this activity it is suggested that the advisor or other supervisory personnel either visit the room to view the trainee's efforts or confer with the cooperating teacher on the phone.

In addition the trainee will submit a complete report of the project including the following information:

1. a floor plan specifying the number and types of interest centers
2. the method used
3. any modifications made along the way.
4. a description of the activities used in the centers.
5. a final evaluation of the project

The final evaluation should be made on the basis of the combined class visit and report. There should be agreement between the two as to what happened, was accomplished, etc.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Behavioral Objectives:

7.3.5.1 The trainee will be able to define and discuss the theoretical considerations of discipline as a classroom management technique.

7.3.5.2 The trainee will be able to discuss misbehavior and and its causes.

7.3.5.3 The trainee will be able to suggest techniques of obtaining good discipline.

7.3.5.4 The trainee will be able to sustain good behavior through the effective use of discipline as a classroom management technique.

Competency Component: 7.3.5 To assist the trainee in becoming skilled with disciplinary techinques in classroom management.

Behavioral Objective: 7.3.5.1 The trainee will be able to define and discuss the theoretical considerations of discipline as a classroom management technique.

Enabling Activities	*Resources*	*Comments*
7.3.5.1.A For most educators, whether directly or indirectly involved with students, discipline is a major concern. Discipline has been conceived of in primarily two ways: For some, discipline is the forceful acts performed by teachers to control and repress behavior; for others, discipline involves <u>all</u> the techniques incorporated with the aim of controlling student behavior. Briefly, then discipline has usually involved setting limits and administering punishment. For our purposes here neither of the descriptions seem to sufficiently describe the disciplinary process. Here discipline will be conceptualized as all the activities a teacher performs which are nct concerned with instruction. In Resource File 7.3.5.1. are the directions for locating Vimcet #15. "Discipline in the Classroom", a film preview, and a tape recorder.	7.3.5.1.A Resource File 7.3.5.1.A Directions for securing a tape recorder, filmstrip projector, and Vimcet #15, "Discipline in the Classroom. Combined copies of the answer sheet and examination for Vimcet #15.	

Behavioral Objective *Continued:*

7.3.5.1.A (continued)

Find also an answer sheet to be completed simultaneously while viewing the filmstrip.

This filmstrip/tape presentation further defines discipline and offers some general guidelines for educators confronted with disciplinary issues.

When you have completed viewing the presentation, flip the answer sheet over and take the examination. Both of these documents are to be submitted to your advisor as verification of completion of this activity.

Competency Component: 7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Behavioral Objective: 7.3.5.1 The trainee will be able to define and discuss the theoretical considerations of discipline as a classroom management technique.

Activity No.
7.3.5.1.A

Evaluation Criteria

The trainee was asked to view VIMCET #15 "Discipline In the Classroom." He was to submit an answer sheet and an examination he had completed from the information offered in the filmstrip. The answer sheet should be totally completed. There is no need to evaluate it as the filmstrip provided the answers.

The answers for the examination are written below. The trainee will have successfully completed this activity if his correlate with those below:

Part I

1. The answer should include the following:
   a. the teacher should advise Karen about the rule against hair combing.
   b. the teacher should not threaten or punish Karen.
   c. the teacher should suggest an alternative activity for Karen to engage in.
   d. the teacher should reward Karen for engaging in an acceptable alternative behavior.

Part II

2. no
3. no
4. no
5. yes
6. no
7. yes

Part III

8. Attend to observable behavior
9. Define limits of acceptable behavior and communicate these to the class.
10. Do not reward undesirable behaviors
11. Avoid punishing undesired behaviors
12. Provide an acceptable alternative student response for undesired behavior
13. Reward appropriate behaviors

Competency Component: 7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Behavioral Objective: 7.3.5.2 The trainee will be able to discuss misbehavior and its causes.

Enabling Activities	*Resources*	*Comments*
7.3.5.2.A Misbehavior has been defined many different ways, often dependent on personal learning theories. In an open student centered classroom few actions may be construed as misbehavior whereas in a structured teacher directed classroom many behaviors may be labeled inappropriate. And even within these two polar settings the decisions concerning what is or isn't misbehavior vary. Therefore, the only realistic position to accept is that a behavior is deviant if a teacher, principal, school board, etc. deems it so. This is the situation you, as a curriculum consultant must face. You will not find or be able to construct a global list of misbehaviors and corresponding corrective measures. However, you can work with individuals and their particular conception of misbehavior. The following activity is designed to facilitate acquisition of such skills. In order to accomplish this it is necessary to be able to determine certain individual aspects regarding misbehavior: 1. What influences a teacher's judgment of deviancy?		

Behavioral Objective Continued:

7.3.5.2.A (continued)

2. What type of classroom atmosphere prevails?

3. The nature of classroom rules.

4. What type of corrective and preventive techniques are utilized?

Your job is to locate and review the available and current literature which deals with discipline, management, misbehavior, etc. From these readings design an instrument (i.e., checklist, questionnaire, interview, etc.) which would yield the above information. Structure the format so that corrective measures can be offered on the basis of the results. Once the instrument is completed, field test it on two teachers. First, acquire permission by taking your instrument to the administrator in a special school or classroom setting. Explain thoroughly your purpose. Then ask him to suggest two teachers who would cooperate. They should also be thoroughly informed. You are not there to pinpoint their deficits in disciplining, but to test the validity of your instrument.

The final product is to be submitted to your advisor with the two component forms. He will be looking for:

1. imagination

2. ingenuity

3. completeness

Behavioral Objective Continued:

7.3.5.2.A (continued)

4. ease of administration

5. ease of scoring

6. applicability of obtained results

Submit with the final document a list of the resources you used.

Competency Component: 7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Behavioral Objective: 7.3.5.2 The trainee will be able to discuss misbehavior and its causes.

Activity No.	*Evaluation Criteria*
7.3.5.2.A	The trainee has been asked to locate and review current literature dealing with discipline. From these readings the trainee was to design an instrument (i.e., checklist, questionnaire, or interview) which would yield the following information about an individual specific classroom: 1. What variables are influencing the teachers judgment of misbehavior? 2. What type of classroom atmosphere prevails? 3. What is the nature of the class rules? 4. What type of corrective preventive techniques are used? The instrument format was to be structured so that corrective measures could be suggested on the bases of the results. The trainee then field tested and if necessary revised the instrument. The initial and revised forms are to be submitted along with a list of references used. The final product is to be evaluated on: 1. imagination 2. ingenuity 3. completeness 4. ease of administration 5. ease of scoring and interpretation 6. applicability of information obtained

Competency Component: 7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Behavioral Objective: 7.3.5.3 The trainee will be able to suggest techniques of obtaining good discipline.

Enabling Activities	*Resources*	*Comments*
7.3.5.3.A In the previous activity you constructed an instrument designed to pinpoint and clarify problem areas in discipline for individual teachers. Once the troubling behavior has been identified you will need to be prepared with techniques for obtaining good discipline. However, due to the many uncontrollable variables operating in a classroom there are no established corrective measures which have been correlated with specific misbehaviors. Therefore, again you must be prepared to deal with a variety of situations as they arise within individual learning environments. The following task was designed to equip you with such skills. One way to deal with the problem of prescribing corrective or preventive measures is to formulate general guidelines which are adaptable to many varying situations. Then as problems arise these guidelines will act as a resource of possible solutions. It is your job to synthesize from available resources and develop such		

Behavioral Objective Continued:

7.3.5.3.A (continued)

guidelines. The resources you identified in the previous exercise would be an acceptable starting point.

Once the guidelines are complete and in an easily accessable format, submit them to your advisor. He will be looking for the following things:

1. complete coverage of information
2. conciseness
3. organization
4. originality
5. applicability in actual classroom situations.

Competency Component: 7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Behavioral Objective: 7.3.5.3 The trainee will be able to suggest techniques of obtaining good discipline.

Activity No. 7.3.5.3.A

Evaluation Criteria

The trainee was asked to generate from the literature a list of general guidelines for corrective or preventive measures when dealing with discipline. An extremely abbreviated example is shown below. The product submitted by the trainee should be much more complete and contain items more specific than those shown along with guidelines for prevention.

General Guidelines for Corrective Action

-Respect each child's personal worth. Distinguish between the child and his behavior, rejecting misbehavior without rejecting the child.
-Treat children in a polite manner at all times.
-Establish limits of behavior.
-Help children understand cause and effect relationships.
-Be fair.
-Have as few rules as possible.
-Allow for some experimentation and mistakes. Guide the child's energy into an acceptable area of work.
-Action is often more effective than words.
-Try to locate the cause, not the symptom, of the trouble. Attempt to relate each child's actions and behavior to his particular background. Know who was involved, how the situation began, and other pertinent factors.
-Encourage each child to strive for greater self-control and self-direction under all circumstances. Aid children in establishing goals and objectives for themselves.
-Relate punishment to the misbehavior.
-Make the decision to punish a child carefully, being sure that you have not decided on what the punishment is to be even before you are certain of guilt.
-Be consistent.
-Be patient.
-Develop and display your sense of humor.
-Preserve an objective point of view.
-Be reasonable. Try to remember what it was like to be a child.
-Be flexible.
-Be fairly uninhibited.
-Choose your words carefully. Remember that your special choice of words will be an important factor in motivating a response from the children involved.

Competency Component: 7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Behavioral Objective: 7.3.5.3 The trainee will be able to suggest techniques of obtaining good discipline.

Activity No.	*Evaluation Criteria*
7.3.5.3.A (cont.)	General Guidelines for Corrective Action (continued)

-Don't punish all for the errors of one or a few.
-Take a diagnostic look at the whole situation and do some thinking about the future. Look at the facts in their situational context.
-Acknowledge and honor individual student rights.
-Be frank.
-Follow established policy.
-If a student has lost control of himself, don't leave the room. Summon help.
-Realize that good discipline is seldom accidental. It requires planning.
-Be honest.

The above example was taken from Chamberlain, L. J. Effective Instruction Through Dynamic Discipline. Charles E. Merrill Publishing Co. Columbus, Ohio, 1971. Pp. 246-447.

The final evaluation should include the following considerations:
1. complete coverage
2. conciseness
3. organization
4. originality
5. applicability in actual classroom situation.

Competency Component: 7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Behavioral Objective: 7.3.5.4 The trainee will be able to sustain good behavior through the effective use of discipline as a classroom management technique.

Enabling Activities	*Resources*	*Comments*
7.3.5.4.A Up to this point you have developed a framework for understanding and evaluating misbehavior. In addition, you have created guidelines for suggesting corrective and/or preventive measures for discipline problems. Utilizing this information complete the simulations in Resource File 7.3.5.4.A. There are six situations presented. Read each one carefully, then prepare a complete analysis of the problem as you perceive it, including any subtle outside stimuli you feel may be alluded to if not actually reported. After preparing a detailed description of the problem, brainstorm possible action steps, outlining each one carefully using all the information you have so far acquired. Be sure the action steps are presented in a manner which is apprehensible to any employable by teachers. Submit the finished simulations to your advisor.	7.3.5.4.A Resource File 7.3.5.4.A Six simulations dealing with descriptive problems with the classroom.	

Competency Component: 7.3.5 To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Behavioral Objective: 7.3.5.4 The trainee will be able to sustain good behavior through the effective use discipline as a classroom management technique.

Activity No.	*Evaluation Criteria*
7.3.5.4.A	The trainee was asked to react to six simulations by analyzing the situation and outlining subsequent action steps which could be employed by teachers. As all people perceive situations differently it is impossible to specify content for each of the simulations. Therefore the evaluation of this activity will rest on the discretion of the instructor. Some suggested general things to consider are: 1. completeness, the trainee should have thoroughly analyzed the situation. 2. insight--the analysis should illustrate the trainee's ability to eliminate extraneous variables and pinpoint specific situations. 3. appropriate employable action steps.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.3.6 To assist the trainee in becoming skilled in utilization of space as a classroom management technique.

Behavioral Objectives:

7.3.6.1 The trainee will be able to discuss the variables which affect the utilization and organization of space as a classroom management technique (i.e., student needs, available resources).

7.3.6.2 The trainee will be able to suggest and construct different ways of utilizing space specific to available resources.

Competency Component: 7.3.6 To assist the trainee in becoming skilled in utilization of space as a classroom management technique.

Behavioral Objective: 7.3.6.1 The trainee will be able to discuss the variables which affect the utilization and organization of space as a classroom management technique (i.e., student needs, available resources).

Enabling Activities	*Resources*	*Comments*
7.3.6.1.A Effective organization of space can be a powerful classroom management technique if utilized in a careful systematic manner. Generally spatial organization would refer to the placement of students in relation to each other, more commonly called a seating chart. However, it can also refer to the arrangement of bookcases, charts, and other classroom furniture to further enhance the seating plan. When seating arrangements are designed several variables are taken into consideration. One could be purpose; that is, does the teacher wish to facilitate group interaction or stifle it? A second consideration could be the type of learner within the class. For example, a partially sighted student would receive more thought when developing seating arrangements than a student who has normal vision. A third consideration might be the instructional method employed by the teacher. The seating arrangement would differ considerably between classrooms using units or inductive teaching and classrooms using contingency contracting. A fourth con-		

7.3.6.1.A (continued)

sideration could be the type of furniture provided in a classroom. Unfixed desks with unattached seats offer much greater flexibility than fixed desks with attached seats.

It should now be apparent that many things are to be considered when planning a seating chart or a room plan. It is not a task to be blithely plotted without weighing each of the above considerations which actually are only representative of many.

To give such an important task more structure it is necessary to develop a list of guidelines which could act as a counsel to teachers making these decisions. By way of a literature search, past experience, brainstorming and interviewing other professionals, compile a set of guidelines which could be employed by teachers who are planning room designs. The finished guidelines should contain any discussion necessary to more easily facilitate implementation. Include also a list of all resources and references used.

Remember this document is to be planned with the goal of sharing it with teachers and students in mind. It should be written in a style easily apprehensible to the average teacher, void of the clutter of professional jargon.

The finished product is to be submitted to your advisor.

Competency Component: 7.3.6 To assist the trainee in becoming skilled in utilization of space as a classroom management technique

Behavioral Objective: 7.3.6.1 The trainee will be able to discuss the variables which affect the utilization and organization of space as a classroom management technique (i.e., student needs, available resources).

Activity No.	*Evaluation Criteria*
7.3.6.1.A	Effective utilization of space was introduced to the trainee as the careful planning of seating charts and/or room plans. In order to give more structure and uniformity to the planning of seating charts the trainee was asked to develop a list of guidelines which could aid a teacher in such decisions. To accomplish this the trainee was to perform a literature review, rely on past experience, brainstorm and interview other professional educators. The finished set of guidelines are to contain the following things: any discussion necessary to more easily facilitate implementation, and a list of all resources and references used in preparation. The considerations should reflect all aspects of classroom planning as desired-student involvement, physical characteristics of students, type of instructional methods employed, available resources, etc. The document was to be prepared with the goal of sharing it with teachers and students in mind. Therefore, it should be written in a concise easily readable style.

Competency Component: 7.3.6 To assist the trainee in becoming skilled in utilization of space as a classroom management technique.

Behavioral Objective: 7.3.6.2 The trainee will be able to suggest and construct different ways of utilizing space specific to available resources.

Enabling Activities	*Resources*	*Comments*
7.3.6.2.A In the previous activity you developed a set of guidelines for use when planning seating arrangements and/or room plans. Now it is important to become skilled in using these guidelines in both designing classrooms and suggesting changes which would remediate management problems in those already established. In Resource File 7.3.6.2.A are simulated classroom plans, plus a description of the class. In each case the room is represented as the teacher has it arranged at the moment. It is your job to analyze the management problem as it is presented by the teacher in the description, then suggest alternative plans which could help alleviate the management problem discussed. Feel free to make additions to the classroom you feel are important so long as they can be teacher constructed or are inexpensive to purchase. To do this, prepare a room plan from the one of the classroom as it now exists showing the changes, plus a rationale you would make for the changes and the effects they should produce. A suggested format would be	7.3.6.2.A Resource File 7.3.6.2.A Simulated classrooms and descriptions of management problems.	

Behavioral Objective . Continued:

7.3.6.2.A (continued)

to list each change shown on the revised room plan, with the rationale and expected effects stated below.

The finished product is to be submitted to your advisor.

Competency Component: 7.3.6 To assist the trainee in becoming skilled in utilization of space as a classroom management technique.

Behavioral Objective: 7.3.6.2 The trainee will be able to suggest and construct different ways of utilizing space specific to available resources.

Activity No.	*Evaluation Criteria*
7.3.6.2.A	In the previous activity the trainee developed a set of guidelines to be used when making decisions which concern seating charts and room plans. The guidelines were specifically geared toward management decisions. In this activity the trainee was given a set of three simulated room plans and seating charts with accompanying teacher description of a management problem she was experiencing. The trainee was to review each problem description and existing room plan then formulate suggestions for reorganization which would lessen the problem. The trainee was given a form to follow when completing this activity. When evaluating the final product consider the following: 1. Does the revised room plan reflect attempts to remediate the problem stated in the description? 2. Is the revised room plan realistic as far as practicality and expense of any additions are concerned? 3. Does the trainee offer a rationale for the revisions made which suggest insight to the problem and an understanding of variables involved in classroom organization for management purposes? 4. Does the trainee forsee the effects of the intervention in a realistic manner?

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.3.7 To assist the trainee in becoming skilled in ordering time segments as a classrooms management technique.

Behavioral Objectives:

7.3.7.1 The trainee will be able to discuss variables which affect the ordering of time segments (i.e., attention span, student needs, balance between active and quiet; group and individual activities, etc.).

7.3.7.2 The trainee will be able to construct time schedules for use as a classroom management technique in accordance with given pupil information.

Competency Component: 7.3.7, To assist the trainee in becoming skilled in ordering time segments as a classroom management technique.

Behavioral Objective: 7.3.7.1 The trainee will be able to discuss variables which affect the ordering of time segments (i.e., attention span, student needs, balance between active and quiet; group and individual activities, etc.).

Enabling Activities	*Resources*	*Comments*
7.3.7.1.A One major goal of all special educators could be summarized as follows: to make school a successful, enjoyable experience for the learner. This is especially true for special students who have often faced repeated failures. One way to insure these successful experiences is through a systematic, careful ordering of time segments (commonly called scheduling) within a classroom, which in turn facilitates good classroom management. The scheduling procedure can generally be divided into two parts, the yearly academic schedule, and the individual daily schedule. Yearly academic schedules are actually a summary of what a teacher plans to accomplish in a year within an established time segment. Individual daily schedules are comprised of small specific areas derived from the general yearly schedules. Good schedules are not produced by chance. They should be carefully constructed, based on a realistic		

7.3.7.1.A (continued)

appraisal of the time, space and human relationships in the classroom. Some factors which should be considered are: attention span, student needs, balance between active and quiet; group and individual activities, etc.

It should now be obvious that many variables are involved in the effective use of scheduling as a management technique. It is not a responsibility to be taken lightly.

Unfortunately, despite its effectiveness as a management technique and the many important factors involved, there have been few publications which deal precisely with the subject of scheduling.

There are two listed below. The first is much more professional than the second; however, they both do treat the subject of scheduling more completely than most resources. Locate and read them carefully.

1. Gallagher, P. A. A synthesis of classroom scheduling techniques for emotionally disturbed children. Focus on Exceptional Children, 1970, 2, Pp. 1-10.

2. Sylwester, R. Common Sense in Classroom Relations. West Nyack, New York: Parker Publishing Company, Inc., 1966, pp. 67-70.

Behavioral Objective . Continued:

7.3.7.1.A (continued)

From the information presented there, plus any additional readings you may have located, personal experience, and discussions with other professionals, construct a concise set of guidelines (of two to three pages in length) appropriate for a teacher faced with the task of establishing schedules. Present in your finished product, guidelines for developing yearly and daily schedules, with your main focus on daily schedules.

The finished product is to be shown to an accomplished, experienced special education teacher. After talking with her, make any additions or revisions which you feel may be necessary. Be sure to list any other references you have used. The final revised product is to be submitted to your advisor.

Competency Component: 7.3.7 To assist the trainee in becoming skilled in ordering time segments as a classroom management technique.

Behavioral Objective: 7.3.7.1 The trainee will be able to discuss variables which affect the ordering of time segments (i.e., attention span, student needs, balance between active and quiet; group and individual activities, etc.).

Activity No.	*Evaluation Criteria*
7.3.7.1.A	The trainee has been given selected readings which deal with the variables present in scheduling decisions. From the information presented in the readings, the trainee was to develop a concise set of guidelines which could be utilized by teachers making scheduling decisions. When evaluating the guidelines, check to see that the following areas are discussed. They should all be included for the activity to be considered successfully completed. 1. Schedules are not rigid, and may flucuate from day to day depending on student needs. 2. Change frequently during the day from quiet to active activities. 3. Provide a balance between group and individual activities. 4. Consider individual needs of student as: hyperactivity preseveration, behavior changes due to medication, etc. 5. Allow for student participation in planning. 6. Include utilization of the Premack hypothesis, i.e., a high priority activity follows a low priority activity. 7. Include considerations for natural breaks which occur during the day. Finally, the guidelines should be written in a style apprehensible to teachers and students. In addition the format should be easy to interpret and use.

Competency Component: 7.3.7 To assist the trainee in becoming skilled in ordering time segments as a classroom management technique.

Behavioral Objective: 7.3.7.2 The trainee will be able to construct time schedules for use as a classroom management technique in accordance with given pupil information.

Enabling Activities	*Resources*	*Comments*
7.3.7.2.A In the preceding activity you investigated the many variables to be considered when developing classroom schedules and then formulated a set of basic guidelines to help teachers making scheduling decisions. Once the basic information has been ascertained, it is necessary to become skillful in utilizing it effectively as a management method. This requires one of two steps: using the information to establish schedules or two, using information to make scheduling modifications. In Resource File 7.3.7.2.A a set of simulations are provided for you. Follow the instructions included in the file carefully. The finished products are to be submitted to your advisor.	7.3.7.2.A Resource File 7.3.7.2.A Scheduling simulations	

Competency Component: 7.3.7 To assist the trainee in becoming skilled in ordering time segments as a classroom management technique.

Behavioral Objective: 7.3.7.2 The trainee will be able to construct time schedules for use as a classroom management technique in accordance with given pupil information.

Activity No.
7.3.7.2.A

Evaluation Criteria

For this activity the trainee was given a set of simulated classrooms. Each class is represented as having a problem which could be reduced or alleviated through the use of scheduling as a management technique.

The trainee was to read the simulations, look over the hypothetical schedule as it now exists, then suggest changes or revisions which might diminish the described problem.

As the schedules generated will differ for each trainee, depending on his perception of the described problem, there is no formal solution listed here. It will be the job of the SECTraC advisor to evaluate the final product for each trainee individually.

Some suggested guidelines for evaluating this product are:

(1) Were the changes initiated responsive to the described problem?
(2) Were the changes suggested feasible in a classroom situation?
(3) Did the trainee completely substantiate the motive for each of the changes suggested?
(4) Are the desired or predicted outcomes logical and possible?

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 7.0 Developing / Instruction

Competency 7.4 A curriculum consultant should be capable of adapting innovative practices and products to programs for exceptional children.

March 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

EC 123142

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

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Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 7: Developing / Instruction

MODULE ELEMENT SCOPE:

This module element was designed to provide you with the skills necessary for instructional materials and/or methods of identification and modification. The initial activities are focused on locating and utilizing sources of instructional practices and/or products including the Instructional Materials Center Network, the Prescriptive Materials Retrieval System and the Learning Directory. The remainder of the activities are concerned with familiarizing the trainee with specific materials and methods for modification and guidelines for matching them with learners.

MODULE ELEMENT SPECIFICATIONS:

Competency 7.4: A curriculum consultant should be capable of identifying and adapting innovative methods and/or materials to programs for exceptional children.

Competency Components:

7.4.1 To assist the trainee in identifying sources of current practices and available products.

7.4.2 To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

7.4.3 To assist the trainee in modifying existing materials and/or methods.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

_____ _____

_____ _____

_____ _____

_____ _____

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_____ _____

_____ _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORIAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross Referen:
			7.4.1.1 The trainee will be able to discuss the Instructional Materials Center Network as a source of available practices and products relative to instruction of exceptional children.	
			7.4.1.2 The trainee will be able to use the local Instructional Materials Centers to locate practices and products applicable to the instruction of exceptional children.	
			7.4.1.3 The trainee will be able to identify prominent research centers and current projects relative to instruction for exceptional children.	
			7.4.1.4 The trainee will be able to identify the outstanding journals concerned with instructional practices specific to exceptional children. (repeat of 7.1.2.1)	
			7.4.1.5 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children. (repeat of 7.1.2.2)	
			7.4.2.1 The trainee will be able to identify methods and/or materials which are applicable to the instruction of exceptional children.	
			7.4.2.2 The trainee will be able to match students with specific learning abilities to instructional methods and/or materials.	
			7.4.3.1 The trainee will be able to recognize the components of instructional methods and/or materials for exceptional children.	
			7.4.3.2 The trainee will be able to appropriately modify the instructional material and/or method for exceptional children.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

7.4.1.1.A

7.4.1.2.A

7.4.1.2.B

7.4.1.2.C

7.4.2.1.A

7.4.2.2.A

7.4.3.1.A

7.4.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objectives:

7.4.1.1 The trainee will be able to discuss the Instructional Materials Center Network as a source of available practices and products relative to instruction of exceptional children.

7.4.1.2 The trainee will be able to use the local Instructional Materials Centers to locate practices and products applicable to the instruction of exceptional children.

7.4.1.3 The trainee will be able to identify prominent research centers and current projects relative to instruction for exceptional children.

7.4.1.4 The trainee will be able to identify the outstanding journals concerned with instructional practices specific to exceptional children. (repeat of 7.1.2.1)

7.4.1.5 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children. (repeat of 7.1.2.2)

Competency Component: 7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objective: 7.4.1.1 The trainee will be able to discuss the Instructional Materials Center Network as a source of available practices and products relative to exceptional children.

Enabling Activities	*Resources*	*Comments*
7.4.1.1.A Currently, new or modified instructional practices and products are being developed and introduced at an overwhelming rate. As a curriculum consultant you will want to keep abreast with such new developments and communicate them to teachers, administrators and students. However, such an undertaking would be nearly impossible if tackled individually as the cost of purchasing materials for review is prohibitive along with the expenditure of time that would be required in locating them. It is problems such as these which served as the impetus for the establishment of the Instructional Materials Network in 1966. Earlier in activity 7.1.1.4.A you became acquainted with the IMC network as a source of current professional literature. (If necessary, review this activity.) This is only one of the many services supplied by the centers as they endeavor to provide special educators with access to materials and information related to the education of handicapped children.	7.4.1.1.A Resource File 7.4.1.1.A Special Education IMC/RMC Network: Network Resources for Teachers of the Handicapped. Library or IMC Directory of Regional Instructional Material Centers, Regional Materials Centers for the Deaf, and Associate Instructional Material Centers in the Special Education IMC/RMC Network.	7.4.1.1.A Although not specifically assigned, the trainee is encouraged to contac a Regional IMC and make arrangement to visit the facility.

Behavioral Objective Continued:

7.4.1.1.A (continued)

To become cognizant of all the varied functions the IMC Network performs, locate and read the following pamphlet in Resource File 7.4.1.1.A:

Special Education IMC/RMC Network; Network Resources for Teachers of the Handicapped.

Remember to return the pamphlet to the file so others can use it. If desired you can order a personal copy for your files from the address on the pamphlet.

In addition, in the same resource file is a list of the Instructional Materials Centers in Missouri for you to take. If you are interested in other states consult the Directory of Regional Instructional Material Centers, Regional Materials Centers for the Deaf, and Associate Instructional Material Centers in the Special Education IMC/RMC Network. Also available through the IMC Network is a Product Listing which enumerates teacher-made, student-made or University produced materials available to teachers or other professionals concerned with handicapped children.

From the information presented and that acquired through personal research (and activity 7.1.1.4.A) develop an audio cassette tape and accompanying one page handout which lists and explains the functions of the IMC/RMC network as a dissemination vehicle for new and modified methodologies and

Behavioral Objective . Continued:

7.4.1.1.A (continued)

products which apply to instructional practices for exceptional children.

The tape should be no longer than 15 minutes, clearly stated and organized. The handout should be a summary of the information presented on the tape in outline form on one page. The final product conscientiously completed will be a valuable resource to you in the field.

The final product is to be submitted to your SECTraC advisor.

Competency Component: 7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objective: 7.4.1.1 The trainee will be able to discuss the Instructional Materials Center Network as a source of available practices and products relative to instruction of exceptional children.

Activity No.	*Evaluation Criteria*
7.4.1.1.A	The trainee was given readings which dealt with the services provided by the IMC/RMC Network. From these readings and any additional information the trainee located independently, the trainee was to develop an audio cassette tape and accompanying handout. The tape was to list and explain, in no more than 15 minutes, the function of the IMC/RMC network as a resource of products and practices relating to instructional practices for exceptional children. The one page handout is to be a summary in outline form of the information presented in the tape. When evaluating the product consider the following: 1. Is the information presented in a clear, concise organized manner? 2. Will the product be useful when the trainee is in the field as an explanation of the IMC/RMC Network? 3. Is the handout well coordinated with the tape, and does it provide an adequate summary of the information? When evaluating the content of the product look for the inclusion of the following network functions: 1. communication among centers 2. provides information 3. co-sponsors publications 4. exhibits at National Conventions 5. consults with commercial producers 6. identifies resources for teachers of the handicapped 7. organizes and manages Network projects

Competency Component: 7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objective: 7.4.1.2 The trainee will be able to use the local Instructional Materials Centers to locate practices and products applicable to the instruction of exceptional children.

Enabling Activities	*Resources*	*Comments*
7.4.1.2.A In the previous activity you reviewed the services provided by the IMC/RMC Network. It is now important to have practical experiences utilizing the services rendered on a local basis, as it is these centers that are most directly available to the largest number of professional educators. In addition to housing literature, publisher catalogues, and instructional materials, IMC's have the Prescriptive Materials Retrieval Systems (PMRS), a system which helps teachers locate materials to fill educational prescriptions (see activity 7.1.2.4). Locate in Resource File 7.4.1.2.A a taped presentation which introduces the PRMS and includes instructions for its use. Included with the presentation is a workbook to be used during the tape. The completed workbook will be submitted as verification that the activity was completed. It will then be returned for you to use as a reference material in the field.	7.4.1.2.A Resource File 7.4.1.2.A Tape Presentation: "The Prescriptive Materials Retrieval System" and accompanying workbook.	

Behavioral Objective Continued:

7.4.1.2.B

An additional reference, located in the IMC, useful in identifying instructional materials, is the Learning Directory. Go to the local IMC in your district and review this reference. In doing so fill in the identification sheet provided for you in Resource File 7.3.1.2.B.

This finished sheet should be submitted to your advisor.

7.4.1.2.B

Resource File 7.4.1.2.B
Learning Directory Form

Behavioral Objective . Continued:

7.4.1.2.C

Once materials and/or practices have been identified through either the PMRS or the Learning Directory the problem of locating them for review arises. Maintaining a large number of these materials is another service provided by the IMC network.

Visit again the associate IMC in your district. Locate the materials section of the center. They will be arranged systematically, although the exact system may vary across centers.

To facilitate material retrieval, file cards are also made available to pinpoint the location of materials on the sheet.

Once you have become acquainted with the materials section of the IMC, complete the exercise contained in Resource File 7.4.1.2.C.

The finished product is to be submitted to your SECTraC Advisor.

7.4.1.2.C

Resource File 7.4.1.2.C
Material Organization Exercises in a Local IMC.

Competency Component: 7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objective: 7.4.1.2 The trainee will be able to use the local IMC to locate practices and products applicable to the instruction of exceptional children.

Activity No.	*Evaluation Criteria*
7.4.1.2.A	The trainee was first asked to listen to a taped presentation introducing the Prescriptive Materials Retrieval System and complete the accompanying notebook. To successfully complete the first part of this activity the trainee must have the following (or close approximations of) responses recorded in the notebook.

Competency Component: 7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objective: 7.4.1.2 The trainee will be able to use the local IMC to locate practices and products applicable to the instruction of exceptional children.

Activity No.	*Evaluation Criteria*
7.4.1.2.B	Secondly, in this activity the trainee was asked to review the Learning Directory and fill out the identification sheet provided for him. The responses recorded on the identification sheet should coincide with those recorded on the next page.
7.4.1.2.C	For the final phase of the activity the trainee was asked to again return to the local IMC and acquaint himself with the materials in the IMC and how they are organized and retrieved. He was to then complete the exercise provided for him. To successfully complete this activity the trainee's responses should match those recorded below. (Note: This criteria was written for the Associate IMC at the University of Missouri in Columbia. The organization of other IMC's may vary. In that case the instructor may need to verify the trainee's work by consulting the local IMC director.) The shelf categories for the instructional materials are listed on the following page. The answers to the second problem on page two are listed below: a. PMD 61 b. SS 18 c. NL d. NL e. M 62.1 - 62.15 f. SP 4.2 g. NL h. M 33.6 i. M 6.1 - 6.34 j. H 1.1 - 1.7

LEARNING DIRECTORY

Purpose: enable educators to locate instructional materials from primary to college levels in a variety of media.

Format: seven volume reference

Content and Organization: contains more than 2,000,000 separate teaching materials organized into 47 media types ranging from books, film-strips, maps, and audio tapes to games, learning kits, video tapes, and multi-media packages; the cross-listed "Keyword Index" includes 600,000 entries, each with information on specific grade level, medium, size, title and source, date of publication, and price of the material.

(Almost 1,000 sources are represented, including educational publishers, audio-visual producers, industry, professional associations, and government.)

Publisher: Westinghouse Learning Corporation
100 Park Avenue
New York, New York 10017

Price: $90.00

Notes:

INSTRUCTIONAL MATERIALS - SHELF CATEGORIES

A-V Audio-Visual

BaR Basal Reading

BgR Beginning Reading

CLA Correlated Reading and Language Arts

DM Duplicated Materials

EC English and Composition

ENA Experimental, New Alphabet and Combined Approaches

FL Filmloops

FS Filmstrips

FA Fine Arts

GA Games and Aids

H Handwriting

HP Health, Pysical Education and Recreation

HV High Interest-Low Vocabulary

IR Individualized Reading

L Linguistics

LT Literature

M Mathematics

PMD Perceptual-Motor Development

Ph Phonics

PTS Pictures, Transparencies and Study Prints

PM Programmed Math

PR Programmed Reading

RR Reading Readiness

R Reading

Sc Science

SLD Speech and Language Development

Soc Social Studies

Sp Spelling

SS Study Skills

VDW Vocabulary Development and Word Analysis

VG Vocational and Guidance

Competency Component: 7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objective: 7.4.1.3 The trainee will be able to identify prominent research centers and current projects relative to instruction for exceptional children.

Enabling Activities	*Resources*	*Comments*
7.4.1.3 This objective is treated in Module 6, Developing / Curriculum, activity 6.1.3.3.A. If you have not completed this activity previously, then you will need to do so now.		
6.1.3.3.A The increased availability of federal funds for education during recent years has resulted in the establishment of several facilities which focus on curriculum development or curriculum related research. At the same time individuals within universities have become the recipients of financial support to carry out curriculum development activities. Resource File 6.1.3.3.A contains a list of centers and universities which are engaged in extensive work in the area of curriculum development. The list is divided into special and general education resources. Acquaint yourself with the location and title of each, then select three from special education and three from general education. Develop a file on each con-	6.1.3.3.A Resource File 6.1.3.3.A File of resources by title and contact persons.	6.1.3.3.A Since the regional laboratories, IMC's and R&D centers are contingent upon federal funding, you may find that some have changed in scope or have been eliminated due to funding.

Behavioral Objective *Continued:*

6.1.3.3.A (continued)

taining the name and address of the facility, purpose, and sample of products in the form of reports, pamphlets, etc., produced by the facility. This will probably require you to contact the resource directly requesting the information.

Competency Component: 7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objective: 7.4.1.3 The trainee will be able to identify prominent research centers and current projects relative to instruction for exceptional children.

Activity No.	*Evaluation Criteria*
7.4.1.3.A	Criteria will include addresses for the facilities listed in Resource File 6.1.3.3.A which is not yet complete.

Competency Component: 7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objective: 7.4.1.4 The trainee will be able to identify the outstanding journals concerned with instructio practices specific to exceptional children.(repeat of 7.1.2.1)

Enabling Activities	***Resources***	***Comments***
7.4.1.4.A This activity corresponds with activity 7.1.2.1. If you have successfully completed this activity previously, and it is checked on the Behavioral Objective sheet you may consider this present activity completed. However, if you have not participated in the entire module Developing / Instruction you will need to complete that activity at this point. 7.1.2.1.A As stated in an earlier activity, most of the information published in the last five years dealing with instructional practices for exceptional children is in journal form. Even though you can effectively utilize the major references to locate these journals, it is desirable to be familiar with the more important ones by title. Currently, there are an abundance of journals dealing with the various aspects of special education. It is your job as a professional educator to be able to determine which ones are valuable to you and your teachers in your efforts to keep abreast with new instructional develop[illegible].		

Behavioral Objective . Continued:

7.4.1.4.A (continued) 7.1.2.1.A

For a moment consider yourself in the position to delineate a list of journals to be subscribed to by the school district for use by Special Education personnel. You have been aksed to select 15 journals or publications which represent diverse interests in instruction for exceptional children (i.e., learning disabled, mentally retarded, gifted, partially sighted, hard of hearing and orthopedically handicapped).

Remember, your major concern at the moment is identifying good journals which include information on instructional developments for exceptional children.

The 15 journals are to be listed on one sheet of paper.

Competency Component: 7.4.1 To assist the trainee in identifying sources of current practices and available products.

Behavioral Objective: 7.4.1.4 The trainee will be able to identify the outstanding journals concerned with instructional practices specific to exceptional children. (repeat of 7.1.2.1)

Activity No.	*Evaluation Criteria*
7.4.1.4.A	The list of journals the trainee turned in should be checked against the list given here. He will have successfully completed this activity if 12 of his 15 journals are contained in the list given below. 1. Teaching Exceptional Children 2. Exceptional Children 3. Braille Book Review 4. Education and Training of the Mentally Retarded 5. ERC Reports 6. Focus on Exceptional Children 7. Grade Teacher 8. Instructional Materials Review 9. Instructor 10. Journal of Learning Disabilities 11. The Mentally Retarded 12. Mental Retardation 13. Rehabilitation Literature 14. Talking Book Reports 15. Training School Bulletin 16. American Journal of Mental Deficiency 17. (Asha) Journal of the American Speech and Hearing Association 18. Clasp 19. The Pointer 20. Rehabilitation Record

7.4.1.5.A (cont'd) 7.1.2.2.A

A note of caution: There are many books now in print which are timeless and will always be classics. Don't forget them; a book doesn't have to be the most current to be the best.

For a moment, place yourself in a position which declares you responsible for selecting the volumes which pertain to instruction to be included in your school system's materials center. Budget is no problem. Your list may be as extensive as you deem necessary, but don't be redundant. Prepare a concise list of books, (both hard and soft cover), complete with author(s) and publisher that you feel should be included in your system's materials center collection.

When your list has been compiled, review it and delineate a secondary list of publishers and authors which you feel contribute significantly to the information dealing with instruction for exceptional children. The purpose of this would be to alert you to certain names, which you would know to be prominent in the field, and to act as a timesaver when reviewing the flood of advertisements, which will inevitably pass across your desk.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.4.2 To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

Behavioral Objectives:

7.4.2.1 The trainee will be able to identify methods and/or materials which are applicable to the instruction of exceptional children.

7.4.2.2 The trainee will be able to match students with specific learning abilities to instructional methods and/or materials.

Competency Component: 7.4.2 To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

Behavioral Objective: 7.4.2.1 The trainee will be able to identify methods and/or materials which are applicable to the instruction of exceptional children.

Enabling Activities	*Resources*	*Comments*
7.4.2.1.A Paralleled with the current influx of professional literature concerned with instructional practices for exceptional children is the rapid development of instructional materials and methodologies. Although many vehicles are available to advertise, package and distribute these practices and/or products, it is ultimately the responsibility of the individual educator to to decide if they are in reality applicable to the instruction of exceptional children. To do this educators must be prepared to not only identify but to analyze potential practices and/or products to determine their usefulness in the classroom. This accounts for the emphasis now being placed on evaluation of instruction. A vast amount of literature proposing a plethora of models, checklists and guidelines have been suggested to facilitate effective evaluation. For a more in-depth look at this issue see Module Evaluating/Instruction. For your purposes here a more surface approach is sufficient as teachers, for the most part, aren't involved in the purchasing of materials but rather in selecting them for particular students. Therefore, teachers need to be	7.4.2.1.A Resource File 7.4.2.1.A (1 copy of each of the following): 1. "An Evaluation Model: How to Compare Curriculum Materials." 2. "Research" Some Implications for the the Classroom." 3. "Empirical Study of Instructional Materials Evaluation in Special Education." 4. "Questions Teacher Should Ask . . . In Choosing Instructional Material." 5. "The Evaluation of Educational Materials for Educationally Subnormal Children." 6. "A proposed model for Selecting, Modifying, and Developing Instructional Materials for Handicapped Children."	7.4.2.1.A For this activity no distinction was made between instructional materials and methods as they are virtually inseparable. The rationale for this decision is that all products employ a method of presentation, whether it be programmed, teacher directed, etc. Therefore, there was no attempt made on the part of the writer to separate the method from the material or vice versa.

Behavioral Objective . Continued:

7.4.2.1.A (continued)

familiar with or have access to information on many instructional practices and/or products in all instructional areas. As a curriculum consultant it is your job to be prepared to assist teachers in making these selections. One way is to have available a resource which lists materials along with essential information about them in an organized retrievable manner.

For this activity, develop such a resource using the IMC and Publisher Files as a resource. As a beginning it is suggested that the resource book be organized by instructional categories similar to that employed in an IMC. However, you need not accept these categories as binding. Feel free to make combinations or further distinctions wherever it seems necessary. Then within each category include as many different materials and/or methods with an analysis of each as can be located and reviewed. If some are still being researched but appear promising, a page should be included to signify its existence although it is not yet on the market.

The final format regarding the analysis will be your decision based on the information presented in the references in Resource File 7.4.2.1.A (please return these references; there are not multiple copies available; if desired you may xerox your own.)

Behavioral Objective *Continued:*

7.4.2.1.A (continued)

Above all, keep in mind this resource book is designed to be used by teachers and will be evaluated accordingly on the following:

1. completeness of listings.

2. organization of listings and analyses.

3. quality of analyses.

The final product is to be submitted to your advisor.

Competency Component: 7.4.2 To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

Behavioral Objective: 7.4.2.1 The trainee will be able to identify methods and/or materials which are applicable to the instruction of exceptional children.

Activity No.	*Evaluation Criteria*
7.4.2.1.A	After reading selected articles dealing with evaluation and selection of materials, the trainee was asked to develop a resource of as many instructional materials and/or methods that he could locate, with the purpose of making it available to teachers in mind. It was to be reviewed and the resulting analysis organized under instructional categories similar to those employed in the SE-IMC. However, it should be quite complete containing at least the following:- 1. trade name of the item 2. publishers name and address 3. copyright or production date 4. developmental information a. author b. where developed c. why developed 5. field testing 6. contents 7. description of item 8. description of use 9. cost 10. durability 11. teaching procedure employed 12. teacher preparation required 13. projected pupil reaction 14. personal comments For the trainee to have successfully completed this activity, representative selections from the list should be included.

Competency Component: 7.4.2 To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

Behavioral Objective: 7.4.2.1 The trainee will be able to match students with specific learning abilities to instructional methods and/or materials.

Activity No.	*Evaluation Criteria*
7.4.2.1.A (cont.)	Reading Basal: Open Highways, Scott Foresman Chandler Language Experience Readers, Chandler Publishing Co. Developmental Reading Series, Lyons, and Carnahan Traditional Basic Reading Series, Stanwix House Sounds of Language Readers, Holt, Rinehart and Winston, Inc. Beginning: Dolch First Reading Books, Garrard Publishing Co. Correlated Reading and Language Arts: Mixie the Pixie, Special Education Materials Development Center Mott Program, Allied Education Council Michigan Language Program, Ann Arbor Publishers Lift Off to Reading, Science Research Associates. Experimental and Combined Approach: Peabody Rebus Reading Program, American Guidance Service, Inc. Words in Color, Xerox Corporation Early to Read ITA Program, Initial Teaching Alphabet Publications High Interest/Low Vocabulary: Frontiers of America, Childrens Press Button Family Adventures, Benefic Press Checkered Flag Series, Field Educational Publications, Inc. Teen-Age Tales, D.C. Heath and Co. Pacemaker Story Books, Pacemaker Story Books Individualized: Reaching Beyond, Scholastic Carousel Books, Random House/Singer Linguistics: Merrill Linguistic Readers, Charles E. Merrill Publishing, Co. Miami Linguistic Readers, D.C. Heath and Co. The Royal Road Readers, Chatto and Windus Programmed Reading: Sullivan Associates Programmed Reading, Webster Division, McGraw-Hill

Competency Component: 7.4.2 To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

Behavioral Objective: 7.4.2.1 The trainee will be able to match students with specific learning abilities to instructional methods and/or materials.

Activity No. 7.4.2.1.A (cont.)

Evaluation Criteria

Readiness:

Reading Readiness Skill Starters, Random House
TRY Experiences for Young Children, Noble and Noble Publishers, Inc.
Distar Reading, Science Research Associates

Vocabulary Development and Word Analysis:

Vocabulab, Science Research Associates

Mathematics

Singer Mathematics Program, The L.W. Singer Co., Inc.
Greater Cleveland Mathematics Program, Science Research Associates
Distar Arithmetic, Science Research Associates
Cuisenaire Rods, Cuisenaire Company of America
SRA Elementary Mathematics Program, Science Research Associates
ITTI Drilltapes, Science Research Associates
Learning Skills Series, Webster Division/McGraw-Hill Book Co.
Kaleidoscope of Skills, Science Research Associates
Stern Structural Math, Houghton Mifflin

Perceptual Development

Michigan Tracking Program, Ann Arbor Publishers,
Pictures and Patterns, Follette
Frostig Move Grow and Learn, Follette
Ruth Cheves Visual Motor Perception Teaching Materials, Teaching Resources
Detect, SRA
Fairbanks-Robinson Perceptual Motor Development, Teaching Resources
Fitzhugh Plus Program, Allied Educational Council
Developmental Learning Materials, DLM
Target Red Auditory-Visual Discrimination Kit, Field Educational Publications
Visual Motor Integration Worksheets, Follette

Speech and Language Development

Distar Language, SRA
Peabody Language Development Kit, American Guidance Service
Language Development Activities for the Mentally Retarded, Special Education Curriculum Development Center, University of Iowa
Best Speech Series, Stanwix House, Inc.

Competency Component: 7.4.2 To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

Behavioral Objective: 7.4.2.1 The trainee will be able to match students with specific learning abilities to instructional methods and/or materials.

Activity No.	*Evaluation Criteria*
7.4.2.1.A (cont.)	Social Studies Know Your World, American Education Publications You and Your World, American Education Publications True Books, Children's Press We Are Black Dimensions Kit, SRA Science The True Book Series, Children's Press Steck-Vaughn Science Series, Steck-Vaughn Co. Me Now, Biological Sciences Curriculum Study

Competency Component: 7.4.2 To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

Behavioral Objective: 7.4.2.2 The trainee will be able to match students with specific learning abilities to instructional methods and/or materials.

Enabling Activities	*Resources*	*Comments*
7.4.2.2.A Although considerable emphasis has been placed on the development and dissemination of new instructional methodologies and materials, relatively little attention has been directed to matching them to learners. This is a problem you must face as teachers come to you asking guidance in such areas. It requires a thorough knowledge of available resources (a skill you acquired from the previous activity) and the ability to match these resources to the learning abilities and styles exhibited to students. One scheme proposed for selecting instructional materials is stored in resource file 7.4.2.2.A. This however, is only a beginning, and is not in a format which would benefit teachers. From this reading and others you may locate (see references listed in Module Evaluating / Instruction), devise a plan for selecting instructional methodologies and/or materials which match the individual learning abilities and styles exhibited by students. Be creative, as there is a definite need for new thoughts in this area.	7.4.2.2.A Resource File 7.4.2.2.A (1 copy of the following:) Weinthaler, Judith. The systematic selection of instructional materials based on an inventory of learning abilities and skills. Exceptional Children, April, 1970, 36, Pp. 615-619.	

Behavioral Objective . Continued:

7.4.2.2.A (continued)

The resulting product should be shared with an IMC director, a Special Education director, and a Special Education teacher. Together with these people assess the validity and reliability of your product along with its possible applications in matching instruction with students. Make any revisions necessary and submit the final product to your advisor. Be prepared to discuss your work.

Competency Component: 7.4.2 To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

Behavioral Objective: 7.4.2.2 The trainee will be able to match students with specific learning abilities to instructional methods and/or materials.

Activity No.	*Evaluation Criteria*
7.4.2.2.A	For this activity the trainee was asked to devise a plan for selecting instructional methodologies and/or materials which match the individual learning abilities and styles exhibited by students. As a start it was suggested to the trainee that he read an article. Then he was to pursue this topic further making his own product which was to be shared with an IMC director, a Special Education director and a Special Education teacher. After the interview the product was to be revised, then submitted for review. The trainee was encouraged to be creative. The final results should be discussed with the trainee.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

7.4.3 To assist the trainee in modifying existing materials and/or methods.

Behavioral Objectives:

7.4.3.1 The trainee will be able to recognize the components of instructional methods and/or materials for exceptional children.

7.4.3.2 The trainee will be able to appropriately modify the instructional material and/or method for exceptional children.

Competency Component: 7.4.3 To assist the trainee in modifying existing materials and/or methods.

Behavioral Objective: 7.4.3.1 The trainee will be able to recognize the components of instructional mehtods and/or materials for exceptional children.

Enabling Activities	*Resources*	*Comments*
7.4.3.1.A As the comment in the preceding activity implied, instructional materials and methods are not entities within themselves, but rather comprised of many different components which when compiled form the instructional resource. Although it was not necessary to separate the components when viewing the materials and/or methods as possible resources (as you did in the preceding activities) it does become important once they are identified. No material or method is perfect for any student as it is presented, although some are more applicable than others. For this reason even when the best approach possible has been found, changes may still be desired. However, the entire product or practice doesn't need modification (if it does, a reevaluation of the selection is probably necessary), only parts of it. Therefore, before you as a curriculum consultant can become skilled in material and method modification techniques you must be able to identify the components of each instructional	7.4.3.1.A Resource File 7.4.3.1.A Analysis forms for instructional resource components	7.4.3.1.A Since the writer feels this activity does not provide adequate treatment of the stated objective, and a superior substitute has not been found, the trainee should consider the possibility of devising his own alternative approach to the problem. Any suggestions, which are approved by the SECTraC advisor, can be employed in lieu of the enabling activity stated here.

Behavioral Objective Continued:

7.4.3.1.A (continued)

method and/or material. This activity is designed to facilitate acquisition of these skills.

Find the following materials either in an IMC, or a school. (If you have exhausted every source, resort to the publisher's file for a description, although the real thing is infinitely easier to work with.) It is highly probable that you reviewed these same materials in Activity 7.4.2.1.A and will already be familiar with them.

1. Michigan Tracking Program
2. Peabody Language Development
3. Roach Van Allen Language Experiences in Reading
4. Sullivan Programmed Reading
5. Elementary Mathematic Program, Science Research Associates

Once the above have been located, pull and complete from Resource File 7.4.3.1.A one form on each material. When applicable, use some of the information obtained in Activity 7.4.2.1.A.

The final component analyses are to be submitted to your advisor.

Competency Component: 7.4.3 To assist the trainee in modifying existing materials and/or methods.

Behavioral Objective: 7.4.3.1 The trainee will be able to recognize the components of instructional methods and/or materials for exceptional children.

Activity No.
7.4.3.1.A

Evaluation Criteria

The trainee has been asked to review selected materials with the problem of identifying the instructional components in mind (tapes, workbooks, charts, texts, puppets, etc.).

Once the materials listed below had been identified the trainee was to pull from Resource File 7.4.3.1.A a form entitled, "Instructional Resources: Component Analysis" and complete it.

1. Michigan Tracking Program
2. Peabody Language Development Kits
3. SRA elementary Mathematics Program
4. Language Experiences in Reading
5. Sullivan Associates Programmed Reading

The completed forms were to be submitted to the advisor. The following variables should be considered in the evaluation.
1. completeness
2. a final statement which indicates whether the material could be effectively modified to fit various situations or not.

There are three forms completed on the following pages to use as examples. Do not place undue emphasis on this activity. For many trainees familiar with instructional materials and methods this will seem an obvious task, however, for those trainees who have not worked with instructional resources before this time, it is important that they be able to see beyond the packaged format.

Instructional Resources

Component Analysis

Name of material Michigan Tracking Program
Author Donald Smith (ed.)
Publisher Ann Arbor Date of publication 1967
Type of learner(s) resource developed for students exhibiting poor memory, inattentiveness, distractibility.
Instructional area developed for auditory memory, visual discrimination
Description of method employed

	IDENTIFIED COMPONENTS	CHECK ONE: Subject to Modification	CHECK ONE: Not Subject to Modification
1.	Symbol Tracking Workbook	X	
2.			
3.	Visual Tracking Workbook	X	
4.			
5.	Primary Tracking Workbook	X	
6.			
7.	Word Tracking Workbook	X	
8.			
9.	Overlays - make books reuseable		X
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

Final statement of resource modifiability following component analysis. Flexible material, can be altered to fit several situations.

Instructional Resources

Component Analysis

Name of material SRA Elementary Math Program
Author SRA Mathematics Department
Publisher SRA Date of publication 1968
Type of learner(s) resource developed for all types

Instructional area developed for Mathematics
Description of method employed Student texts combined with teacher directed instruction.

	IDENTIFIED COMPONENTS		CHECK ONE	
			Subject to Modification	Not Subject to Modification
1.	Pupil - Books	K - 2 consumable	X	
2.	Pupil - Books	3 - 6 hard cover		X
3.	Teacher's Guide	K - 6		X
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

Final statement of resource modifiability following component analysis. A relatively unflexible, rigid method and materials, not easily modifiable.

Instructional Resources

Component Analysis

Name of material Sullivan Associated Programmed Readers
Author Cynthia Buchanan
Publisher _____ Date of publication 1963-1969
Type of learner(s) resource developed for all types

Instructional area developed for Reading
Description of method employed Individualized Programmed Approach

			CHECK ONE	
	IDENTIFIED COMPONENTS		Subject to Modification	Not subject to Modification
1.	Pre-reading:	Prereader - Stage 1 and 2	X	
2.		Alphabet Strips	X	
3.		Sound Symbol Cards		X
4.		Pupil Alphabet Cards		X
5.	Series I:	Books 1-7	X	
6.		Response Books 1-7	X	
7.		Test booklet		X
8.		Filmstrips 1-7		X
9.	Series II:	Books 8-14	X	
10.		Response Books 8-14	X	
11.		Test Booklet		X
12.		Filmstrips		X
13.	Series III:	Books 15-21	X	
14.		Response Books 15-21	X	
15.		Test Booklet		X
16.				
17.	Vinyl Overlays		X	

Final statement of resource modifiability following component analysis. A relatively flexible material and method. Requires some teacher creativity to reduce boredom of repetition and/or copying.

Competency Component: 7.4.3 To assist the trainee in modifying existing materials and/or methods.

Behavioral Objective: 7.4.3.2 The trainee will be able to appropriately modify the instructional material and/or method for exceptional children.

Enabling Activities	*Resources*	*Comments*
7.4.3.2.A In the preceding activity you analyzed the components of selected materials and methods and simultaneously determined their responsiveness to modification procedures. The next step is the actual implementation of modification procedures. For this activity again use the resources enumerated in the previous activity when you identified: 1. The Michigan Tracking Program 2. Peabody Language Development Kit 3. Roach Van Allen Language Experiences in Reading 4. Sullivan Programmed Reading 5. Elementary Mathematics Program, Science Research Associates In Resource File 7.4.3.2.A is a set of In-Basket problems for you to work with requiring modification of the above resources. When they are completed submit them to your advisor.	7.4.3.2.A Resource File 7.4.3.2.A In-Basket problems requiring materials and/or method modification.	

Competency Component: 7.4.3 To assist the trainee in modifying existing materials and/or methods.

Behavioral Objective: 7.4.3.2 The trainee will be able to appropriately modify the instructional material and/or method for exceptional children.

Activity No.	*Evaluation Criteria*
7.4.3.2.A	For this activity the trainee was asked to work with five In-Basket problems requiring materials and/or creativity, an understanding of classroom instructional problems, and the ability to interpret teacher's descriptions of difficulties. In addition, evaluate each response for feasibility. An example of a possible solution is briefly outlined below for each problem: 1. The teacher could tape the word sequences, then play them for the lesson. This would free her to work with students and add some novelty to the program. The teacher could also invite mothers of her students to visit and read the words. 2. The teacher can make frames for the pages which reveal only a portion of the page at a time. She could also cut the pages up and present a section at a time. For the reading problem the teacher could record the page number and a word describing the process on a language master card. Or, she could record all the instructions on tape and present it simultaneously with the page. She could also request "friends" from the upper grades (since she is in a regular school) to come and assist her students with the instructions. 3. The teacher could keep the books until time for a lesson, then set up a contingency for people who did the lesson as assigned then turned in their workbook. For example, a turned in workbook done as directed might be worth 5 minutes of free time. The teacher could also cut the books apart and present only the specified page. The students could then bind them into book form. A final suggestion is for the teacher to make ditto copies of the pages which are popular so the students can do them again in their free time instead of moving ahead in their workbooks.

Competency Component: 7.4.3 To assist the trainee in modifying existing materials and/or methods.

Behavioral Objective: 7.4.3.2 The trainee will be able to appropriately modify the instructional material and/or method for exceptional children.

Activity No.	*Evaluation Criteria*
7.4.3.2.A (cont.)	4. The teacher could cut the books apart then cut off the answer column. The answer columns could be filed and made available to students when they had completed a series of pages. It would probably be best in the beginning for the student and teacher to check the work together. 5. The teacher could let the students teach the lessons. He could meet with them during a free period and help them prepare for the presentation. The teacher could also make attendance to the lesson optional. For example, a language center could be set up in the room with a tape recorder, or other materials, as a language master, record players, etc. The students could elect to either attend the center or the Peabody lesson. NOTE: Each of the above offered solutions are minimally stated. The product submitted by the trainee should be much more extensive including examples of the proposed solutions.